



Effect of Networking Based Entrepreneurial Learning on Employability Interest for University Students

Yusni Arni[✉], Siswandari, Muhammad Akhyar, Asrowi

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Education Science Department, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Surakarta, Indonesia

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Abstract

The study aims at investigating entrepreneurship learning in universities regarding the effect of achievement motivation and creativity on student entrepreneurial intention mediated by online social networks. This study is quantitative research. Data were collected data from 290 online respondents who were students from various private universities in Lampung, South Sumatera and Bangka Belitung provinces in Indonesia. This study using random sampling, and research questionnaires were collected online. The data were analyzed using the structural equation model Smart PLS 3.2.7. This study investigated seven research hypothesis. The result of the research shows that achievement motivation and creativity have a significant effect on entrepreneurial interest. It indicates that online social networking can mediate the relationship between achievement motivation and creativity on entrepreneurial interest as well. The findings of this study also contribute to the conceptual framework for lecturers in entrepreneurship learning to increase student entrepreneurship intention. It is recommended to compare the entrepreneurial intention model among state universities as a comparative study to understand how to build entrepreneurial interest in universities as a contribution to create young entrepreneurs.

How to Cite

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[✉] Correspondence Author:
Jl. Ir. Sutami 36A, Kentingan, Surakarta, Indonesia, 57126
Email: yusni_nini@student.uns.ac.id

INTRODUCTION

Universities have an important role in creating quality and skilled outputs or graduates, college graduates should not be oriented to become workers, but job creators, university graduates need to be guided, fostered and supported to become entrepreneurs (Aras et al., 2020; Osakede et al., 2017)). Based on statistical data in 2020, the number of unemployed college graduates is 5.67%, while in the provinces of Lampung, South Sumatra and Bangka Belitung, only 1.2% of university graduates are entrepreneurial. On creating as many graduates as possible and getting jobs quickly than graduates who are ready to create jobs and have competence (Directorate General of Learning and Student Affairs, 2015).

Entrepreneurship learning at universities is expected to foster an entrepreneurial mindset in students so that students have an interest in becoming entrepreneurs after finishing college (Adhimursandi, 2016; Karimi et al., 2017). Various effort had been made to instill the mindset of students so that they have the desire to become an entrepreneur as a career choice. And this, of course, needs to develop various competencies related to entrepreneurship (Fernández-Pérez et al., 2017). However, student entrepreneurship interest is still low (Azwar, 2013).

Entrepreneurial intention can define as a state of mind that focuses attention on all activities related to entrepreneurship (Do & Dadvari, 2017; Krueger & Carsrud, 2000). Interest in entrepreneurship is often considered a reliable indicator in predicting future entrepreneurial behavior, including behavior that is difficult to observe (Krueger, 2009). The study of entrepreneurial intention represents several factors related to one's interest in creating a new business, including personal traits, external and contextual factors (Karimi et al., 2017; Remeikiene et al., 2013), one of which is the motivation for achievement (Saif & Ghania, 2020; Utari & Sukidjo, 2020).

McClelland's theory (1965) stated that the reason for achievement is someone who

carries out entrepreneurial efforts driven by a desire to obtain achievements and awards from others for their accomplishments (Karabulut, 2016). Students who have high achievement needs tend to encourage someone to have a strong desire to pursue the field of entrepreneurship (Amin et al., 2018; Segal et al., 2005). Another factor that also supports the formation of entrepreneurial intentions is creativity. It has become a central theme in the entrepreneurial process.

Many studies have confirmed the relationship between creativity and starting a business, such as the novelty of ideas (Biraglia & Kadile, 2017). These new ideas exemplify the traits of creativity that direct entrepreneurial activity to start new ventures (McMullen & Shepherd, 2006). Creativity is critical at starting a business because it contributes to design products and provide services (Heinonen & Poikkijoki, 2006). In addition, fostering creativity through entrepreneurship learning is the key to encourage students to be creative and innovative in starting new businesses (Shi et al., 2020).

According to contextual factors, this study tries to include online social network variables as a mediation based on Entrepreneurial event model (Shapero and Sokol 1982), which has also been developed by Krueger & Carsrud (1993) which uses perceived feasibility and perceived desirability related to entrepreneurial interest. Perceived feasibility is intended as a measurement which is the perception of a person's ability to create a new business, in the concept of Ajzen (2011) it is conceptualized as the concept of perceived behavior control. Meanwhile, perceived desirability is conceptualized as a personal interest in starting a business (Krueger et al., 2000).

Cognitive social theory (Bandura, 1999) where the social environment influences the identification of human behavior. In this case, the presence of information technology also affects the formation of entrepreneurial interest (Bai et al., 2021). The use of online social networks in entrepreneurship learning is expected to maximize students' potential,

development of creativity, and independence (Husain, 2017). Empirical research that examines the mediating role of social networks on entrepreneurial interest is still not widely carried out. It is only recorded that Do et al., (2020), it examines the mediating effect of social media acceptance on the relationship between entrepreneurial personality and entrepreneurial intentions.

Research gap that distinguishes this research from previous ones is that this study uses online social networks to mediate achievement motivation and creativity variables. In contrast, previous studies have not used such factors. For example, the research of Farooq et al. (2018); Fourqoniah (2015), concluded that social support significantly affects entrepreneurial interest mediated by attitudes toward entrepreneurship, social networks, and perceived behavioral control. The novelty of this research that the conceptual model of entrepreneurial interest is formulated from several behavioral theories, learning theories and online social networks as mediating variables. Another benefit of this research is a conceptual framework for university lecturers in learning entrepreneurship to build entrepreneurial intention.

Entrepreneurial intention is an individual's state of mind that directs his attention and personal experience to plan entrepreneurial behavior (Boubker et al., 2021; Do & Dadvari, 2017; Krueger, 2009). Practice the planned behavior (Krueger & Carsrud, 1993) means that the higher a person's interest in taking an action, the better the actualized performance. In line with this Ajzen (2011), the intention is assumed to be the extent to which people are motivated and willing to do a behavior. Entrepreneurial interest is a condition that shows that in one's mind, there is a desire to build a business or create a new business (Remeikiene et al., 2013).

According to Hasibuan & Apriandi (2018); Osakede et al. (2017), the factors that build entrepreneurial interest are divided into two factors. Those are the formation of an entrepreneurial spirit that is influenced by in-

ternal and external factors. Factors originating in entrepreneurship (internal factors) can be in the form of personal traits, attitudes, motivations, and individual abilities that can give individual strengths to entrepreneurship, such as creativity and self-efficacy. Other factors come from the outside of entrepreneurial behavior like surrounding environment such as the family, the business, the physical, the educational, the socio-economic environments, and so on.

Entrepreneurial interest in this study combines several theories, namely Ajzen's Theory of planned behavior (TPB) (2011). Ajzen (2011) said that a person's intention to become an entrepreneur is influenced by attitudes, subjective norms, and perceived behavioral control associated with self-efficacy. In addition to the theory of planned behavior and entrepreneurial event model in this development model, several variables are used to predict entrepreneurial interest, there are recommendations from research Schalaegel & Koenig (2014); Karimi et al. (2017), which include personality factors such as achievement motivation, creativity, and motivation. Contextual factors that are considered dominant in building entrepreneurial interest. Studies on creativity generally use the structure proposed by Rhodes (1961), namely person, process, environment (press) and product, known as the 4Ps as essential components, emphasizes the 4P model as a way to organize.

Bandura's social cognitive theory is used to explain entrepreneurial learning. The cognitive social theory explains changes in human behavior. Schunk (2012) states in his theory, that the identification of human behavior as an interaction of human (person), behavior, and environmental factors. Students can obtain information, knowledge. They motivate themselves and develop their network by following organizations in their social environment. So, that there is an external drive and internal cognitive processes that encourage the learning process in online social networks (Jain et al., 2012). Cognitive theory believes that learning is related to discrete changes in

one's knowledge, not changes as a form of response that one might make. This theory focuses on conceptualizing student learning processes and addressing issues of how information is received, organized, stored and retrieved by the mind.

This study tries to use the model of entrepreneurial intention from Shapero Sokol (1982) which has also been developed by Krueger & Carsrud (1993) which uses perceived feasibility and perceived desirability related to entrepreneurial interest. Perceived feasibility is intended as a measurement which is the perception of a person's ability to create a new business, in the concept of Ajzen (2011), it is conceptualized as the concept of perceived behavior control. Meanwhile, perceived desirability is conceptualized as a personal interest in starting a business (Krueger et al., 2000).

Several external factors beyond one's control affect entrepreneurship. Because several of these factors interact and can help develop or set up a business. Entrepreneurs should not only feel desirability but must also take feasibility actions depending on whether the environment and its required resources are ready to be used or not. Although several factors can be associated with entrepreneurial abilities, many stem from environmental influences, one of which is online social networking (Krueger, 2009). Therefore, external factors originating from the surrounding environment, online social networks are factors that can affect the formation of desirability and feasibility that encourage someone to have an interest in entrepreneurship.

Motivation refers to a person's desire to work on complex challenges and make risky decisions to succeed in entrepreneurship (Chaudhary, 2017). According to Rokhman & Ahamed (2015), the need for achievement is a driving factor and vital characteristic behind a person's actions that affect entrepreneurial behavior. Motivation is also achieved as a desire to do the best, become a successful person, and perform according to competence (Do & Dadvari, 2017). With the motivations, stu-

dents have a strong desire to explore entrepreneurial activities that are ultimately interested in becoming entrepreneurs (Baidi & Suyatno, 2018; Segal et al., 2005; Siswanti et al., 2019).

Creativity is one of the keys in the entrepreneurial process, and there have been many studies confirming the relationship between innovation and starting a business, such as novelty and ideas (Biraglia & Kadile, 2017). These new ideas exemplify the traits of creativity that direct entrepreneurial activity to start new ventures (McMullen & Shepherd, 2006). Moreover, creativity is critical at the beginning of starting a business because it contributes to design products and provide services (Heinonen & Poikkijoki, 2006).

One part of social media is a social network which is a social structure consisting of nodes that are formed, for example organizations or individuals and then put together to be more specific based on goals, ideas, friendships, family and others (Barnes, 2019). Meanwhile, according to Oprica (2013) social networking is an effort made to carry out cooperation based on existing social capital with the aim of forming an organization where each member voluntarily gives their rights to work together in achieving a goal. Examples Facebook, Myspace, Twitter, dan Instagram.

Several studies have shown that entrepreneurial networks are a strategy in forming and maintaining entrepreneurial network ties, where this entrepreneurial network is a dynamic process for creating new businesses (Fayolle, 2016). Similarly, research Klyver & Foley (2012) which investigates the effect of self-efficacy on the performance of online businesses that utilize technology/ communication. Students who have high self-efficacy will increase their online business performance. Research Kumara (2020); Fourqoniah (2015) shows the results that online social networks have a significant positive effect on student business interest.

The effect of achievement motivation on online social networks. The study results of Rahmawati (2016), show that there is an influence between the intensity of online social

network users and students' achievement motivation. Students who have high achievement motivation will be able to take advantage of social networks well for the progress of their business. The use of the Facebook social network can affect student achievement motivation. It is proved that students who use the online social network Facebook in selling online can motivate students to expand their business network (Zunaida, 2015).

H1: Achievement motivation has a positive effect on online social networks

The effect of creativity on online social networks. Creativity has a strong influence on someone who will start a new business. Someone who has high creativity can easily find business opportunities, especially utilizing online social networking facilities (Stopfer et al., 2013). Individuals who want to be successful in their business must be able to develop their business through business network that they have formed (Wibowo & Haryokusumo, 2020). Research shows that online social networks have an effect on individual creativity (Kim et al., 2016; Ratten, 2016).

H2: Creativity has a positive effect on online social networks

The effect of achievement motivation on entrepreneurial intention. The need for achievement is a driving factor that determines factor behind individual actions, known as determinants of entrepreneurial behavior (Altinay et al., 2012). In this context, a high need for achievement means that the individual has an obsession to becoming an entrepreneur (Zhao et al., 2005). Therefore, it is necessary to influence entrepreneurial success, which will increase the need for achievement (Amin et al., 2018). Previous researchers have also investigated that achievement motivation can build strong entrepreneurial intentions from high achievement motivation (Amadea & Riana,

2020; Baidi & Suyatno, 2018). Thus, the third hypothesis is that achievement needs have a positive effect on entrepreneurial intentions.

H3: Need for achievement has a positive effect on entrepreneurial intentions

The effect of creativity on entrepreneurial intention. Creativity and entrepreneurship are closely related. Creativity is essential in entrepreneurial activities, and entrepreneurship is a creative activity (Chua & Bedford, 2016). The higher a person's creativity, the higher the effort to create a new business and the possibility that its implementation will be effective (Maresch et al., 2016). Individuals who have an interest in entrepreneurship must be creative and innovative in added value for a product, creating opportunities and increasing productivity (Fernández-Pérez et al., 2014). The fourth hypothesis is that creativity has a positive effect on entrepreneurial interest.

H4: Creativity has a positive effect on entrepreneurial interest

The effect of online social networks on entrepreneurial intention. Research Kumara (2020); Fourqoniah (2015) shows the results that online social networks have a significant positive effect on student entrepreneurial interest. Similarly, the results of research Nordiana (2014) on social media that affect student interest in entrepreneurship, that there is a significant favorable influence on entrepreneurial interest in selling online. The results of the study on social media Liu et al. (2018); Luqman et al. (2017), including online social networks, affect the growing of new businesses. Entrepreneurial networks are not only individual thoughts on how to create new businesses but how to use them for social and economic change (Ceresia & Mendola, 2020). Based on several research results, the fifth hypothesis proposed is that online social networks have a positive effect on entrepreneurial interest.

H5: Online social networks have a positive effect on entrepreneurial intention

The effect of achievement motivation on entrepreneurial interest through online social networks. Research Chua & Chua (2017) examines the influence of personality (motivation) on attitudes on Facebook through social networking sites (SSNs) on 327 students in Malaysia. The results show that there is an influence of personality on attitudes on Facebook through social networking sites (SSNs). Meanwhile the research Yasundari (2016) conducted on private university students proved that there is a relationship on the influence of motivation on entrepreneurship using social media Instagram.

H6: Achievement motivation has a positive effect on interest in entrepreneurship through online social networks

The effect of creativity on entrepreneurial intention through online social networks. In recent years, many researchers have begun to pay attention to the creativity variable on interest in entrepreneurship. Research Chia & Liang (2016) conducted a survey of university students in Taiwan about creativity towards entrepreneurial interest; students with high creativity can find business opportunities. Research Ahsina, K., & Slaoui, O. (2017) shows results that social networks can increase entrepreneurial interest through the use of online social networks. While the research Istimal et al. (2020) shows that student creativity is influential through the use of online social networks in increasing entrepreneurial interest.

Next is the research Ip et al. (2018) that studied the relationship of creativity, personality factors, social capital to the entrepreneurial interest of university students in Hong Kong. Creativity is divided into two parts, namely originality and usefulness. Social capital mediates the relationship between creativity and entrepreneurial interest. It is proven that students who have high creativity are superior in entrepreneurship.

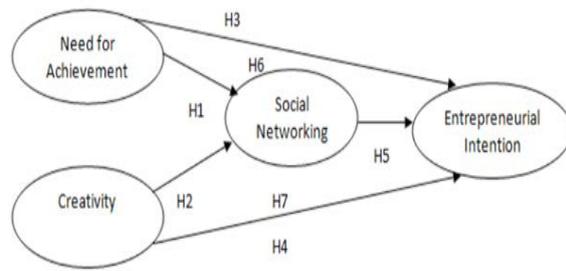


Figure 1. The Research Framework of Entrepreneurial Intention

H7: Creativity has a positive effect on interest in entrepreneurship through online social networks

Figure 1 shows the theoretical model used in this study. It uses several research variables that shape entrepreneurial intention, which consists of achievement motivation variables (Baidi & Suyatno, 2018; Putra & Rusmawati, 2020; Saif & Ghania, 2020), creativity (Tantawy et al., 2021), entrepreneurial interest (Karimi et al., 2017; Nabi et al., 2017; Othman & Nasrudin, 2016), and online social network act as mediation variables (Ip et al., 2018; Istimal et al., 2020)

METHODS

This type of research is quantitative research with an explanatory research approach, where the variable of student entrepreneurial intention is treated as a variable that can be measured using research questionnaires. This study also aims to explore the influence of achievement motivation and creativity variables through online social networking mediation. Came from several private university students in Lampung, South Sumatera, Bangka Belitung Indonesia, because the three regions have high unemployment graduates of higher education the research sample numbered to 290 students. This type of research is a survey using random sampling, and research questionnaires were collected online from January to April 2021. Data analysis techniques using Smart PLS 3.2.7 program, had been used to test the relationship between variables in the

actual research. It started with the measurement of the analysis then followed by the structural analysis.

Table 1. Research Instrument

Variable	Dimension	Items	Total
Entrepreneurial Intention	Feelings of interest in entrepreneurship	3	15
	Feelings of pleasure in entrepreneurial activities	3	
	Have high motivation for entrepreneurship	3	
	Desire to be successful in entrepreneurship	3	
	Readiness to take risks	3	
Need for Achievement	Commitment and responsibility	2	8
	Like challenges	1	
	Likes to look for opportunities	1	
	Like feedback	2	
	Have a goal	2	
Creativity	Intellectual and artistic value	2	9
	Orientation to work and achievement	2	
	Perseverance	2	
	Independent	1	
	Self-confident	2	
Online Social Network	Wide association	1	5
	The relationship between friends	1	
	Diversity of friends	1	
	Business idea	1	
	Friendship with successful entrepreneurs	1	

RESULT AND DISCUSSION

Convergent validity measures the extent to which several scales used to measure similar concepts that can capture a common construct. To measure convergent validity, several indicators can be used such as composite reliability (CR) and average variance extract (AVE) (Hair et al., 2019). Table 2 shows the value of composite reliability which shows the extent to which a construct indicator can predict latent variables with a recommended value of more than 0.7 (Hair et al., 2019). The total amount of variance in the indicators provided by the latent construct is represented by the extracted mean-variance, with a recommended value greater than 0.5. The results of the calculation of reliability and convergent validity are shown in Table 2.

Table 2. Variable Reliability dan Convergent Validity Test

Variables	Total Item	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Need for achievement	3	0.753	0.847	0.574
Creativity	4	0.730	0.843	0.649
Online Social Network	4	0.756	0.845	0.577
Entrepreneurial Intention	12	0.941	0.949	0.609

Source: Primary Data Processed (2021)

Discriminant validity is used to measure the extent to which the measuring instrument used cannot function properly to describe other variables, which is indicated by the low correlation value between the level of interest and different construction measures. This validity assumes that items on the measurement scale of certain variables have a higher correlation among other items on that variable compared to the correlation between certain variable items and items from other constructs

which are theoretically uncorrelated (Fornell and Larcker, 1981). Looking for the AVE value is seen. The square root value of the AVE of each construct must be much greater than the correlation of certain constructs with other constructs.

The next step is descriptive statistical analysis. Based on the calculation of research data, descriptive analysis of each variable is shown in Table 4. The mean value and the highest standard deviation value are 71.91 and 8.907 in the variable need for achievement. While the mean value and the lowest standard deviation value is the entrepreneurial Intention variable with a score of 15.59 and 2.499.

The data obtained is then analyzed using Partial Least Square (PLS). PLS was chosen because it has various advantages. One of which is that PLS can test formative and

reflective SEM models with different measurement scale indicators in one model. In addition, data analysis in PLS also does not have to have a normal distribution and does not require a minimum number of samples. The data analysis process in this study uses SmartPLS Version 3.2.7 and uses a two-step analysis approach. Significant levels of loadings, weights, and path coefficients were solved by applying the bootstrapping method. Figure 2 shows the measurement model for this study.

The structural model shows the causal relationship between the constructs in the model. The structural model analysis begins by measuring the variance inflation factor (VIF), R-squared, F-square, Q square, and path coefficient (Joe F. Hair et al., 2014). Collinearity problems are evaluated using the VIF value. It must be less than 5 to ensure that there is

Table 3. Discriminant Validity (Fornell-Larcker and HTMT)

	Need for Achievement	Creativity	Online Social Network	Entrepreneurial Intention
Need for achievement	0.806			
Creativity	0.701	0.758		
Online Social Network	0.570	0.597	0.759	
Entrepreneurial Intention	0.536	0.592	0.586	0.781
Need for achievement				
Creativity	0.812			
Online Social Network	0.611	0.291		
Entrepreneurial Intention	0.627	0.620	0.655	

Source: Primary Data Processed (2021)

Table 4. Descriptive Analysis

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Need for achievement	224	1.00	4.00	71.91	8.907
Creativity	224	1.00	4.00	25.48	3.048
Online Social Network	224	1.00	4.00	27.69	3.734
Entrepreneurial Intention	224	1.00	4.00	15.59	2.499
Need for achievement	224				

Source: Primary Data Processed (2021)

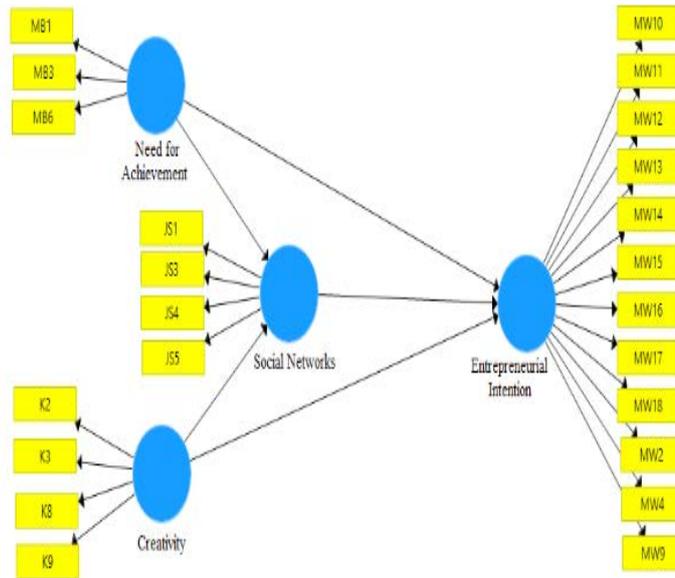


Figure 2. Measurement Model

no multicollinearity in the model before testing the hypothesis. The VIF value in Table 5 shows that there is no potential for multicollinearity in the model, with all variables having a VIF value of less than 5, namely achievement motivation (2.114), creativity (2.215), and social networking (1.672).

Table 5. Determination of Coefficient (R^2), Effect Size (F^2), and Predictive Relevance (Q^2)

Variables	VIF	F^2	R^2	Q^2
Need for achievement	2.114	0.017	0.443	0.259
Creativity	2.215	0.072		
Online Social Network	1.672	0.115		
Entrepreneurial Intention				

Source: Primary Data Processed (2021)

After that, the analysis was continued by looking at the effect size using F-square. The effect size of the predictors was evaluated using Cohen's F^2 which measures the relative effect of the independent variable on the dependent variable. The predictor effect sizes of the constructs in Table 5 show that the F^2 values for achievement motivation and creativity

are in the small effect size category, namely 0.017 and 0.72, respectively. As for the social network variable, F^2 is 0.115, which is included in the category of medium effect size according to Cohen (1992).

Path analysis is used to measure the extent to which the indirect or direct influence of the two variables measured (i.e., achievement motivation and creativity) on entrepreneurial interest through social networks. Path analysis can also determine whether the research hypothesis is accepted or rejected based on the T value and P value (Table 6). The hypothesis is accepted if the value of T value >1.995 and $P < 0.05$.

In addition to CP and P, path analysis also produces a determinant coefficient (R^2) which describes the effect of exogenous variables on endogenous variables. The combined effect of achievement motivation and creativity on social networks is $R^2=0.402$. While the combined effect of achievement motivation, creativity, and social networking on entrepreneurial interest is $R^2=0.443$. Furthermore, the Sobel test was also conducted to determine the indirect effect of the independent variables (social networking and creativity) on the dependent variable (entrepreneurial interest) through the mediator variable (social networking). The t-value that is smaller than 1.96 indicates a significant indirect effect.

Table 6. Path Analysis Result

	β	T value	P
Creativity → Online Social Network	0.303	4.298	0.000
Creativity → Entrepreneurial Intention	0.313	4.798	0.000
Need for Achievement → Online Social Network	0.199	2.855	0.000
Need for Achievement → Entrepreneurial Intention	0.287	4.614	0.144
Social Network → Entrepreneurial Intention	0.372	7.334	0.000
Variable			R ²
Online Social Network			0.402
Entrepreneurial Intention			0.443

Source: Primary Data Processed (2021)

Table 8. Result of Hypothesis Testing

Hypothesis	T value (>1.995)	t (>1.96)	Result
H1: Need for achievement → online sosial network	4.298		Accepted
H2: Creativity → online sosial network	4.798		Accepted
H3: need for achievement → enterpreneurial intention	2.855		Accepted
H4: Creativity → enterpreneurial intention	4.614		Accepted
H5: Social Network → enterpreneurial intention	7.334		Accepted
H6: Need for achievemnt → online social network → enterpreneurial intention		2.329	Accepted
H7: Creativity → online sosial network → enterpreneurial intention		2.547	Accepted

Notes: *p<0.05

Source: Primary Data Processed (2021)

Table 7. Specific Indirect Effect

	T
Need for achievement → online sosial network → enterpreneurial intention	2.329
creativity → online sosial network → enterpreneurial intention	2.547

Source: Primary Data Processed (2021)

This study aims to examine (1) the direct effect of achievement motivation and creativity on social networks, (2) the direct effect of achievement motivation, creativity, and social networking on entrepreneurial interest; and (3) the indirect effect of achievement motivation and creativity on interest in entrepreneurship through social networks. In this study, to determine the relationship between achievement motivation and creativity with interest in entrepreneurship through social networks, path analysis was used to determine the relationship. Table 8 shows the conclusions from hypothesis testing.

Table 8 shows that achievement motivation has a positive and significant relationship with social networking, which is known through the T value (T statistic) of 4.928 and

$p < 0.05$. Creativity has a positive and significant relationship with social networks, with a T value of 4.798 and $p < 0.05$. Previous studies have shown that social networking is often associated with increased creativity. In line with the results of research (Chia & Liang, 2016; Kim et al., 2016; Nordiana, 2014) creativity has a positive relationship with social networks although the role of social networks on one's creativity depends on the individual characteristics of the person himself.

Achievement motivation has a significant positive relationship with interest in entrepreneurship. This is not in line with the results of previous studies, such as on Utari & Sukidjo (2020); Voda & Florea (2019) which showed that one's interest in entrepreneurship depends on an increase in achievement motivation scores and locus of control. It means that the higher one's achievement motivation score, the higher the interest in entrepreneurship. Likewise, the results of research Baidi & Suyatno (2018); Putra & Rusmawati (2020); Saif & Ghania (2020) show that achievement motivation is significantly related to entrepreneurial behavior, where interest in entrepreneurship is also a predictor of entrepreneurial behavior.

Creativity has a positive and significant relationship with interest in entrepreneurship, with a T value of 4,614 and $p > 0.05$. The results of this study are in line with research Osiri & Kungu (2019) which shows that self-efficacy and creativity significantly predict interest in entrepreneurship. Research conducted by Biraglia & Kadile (2017) also shows a positive and significant relationship between creativity and entrepreneurial interest, which means that the higher a person's level of creativity, the higher his entrepreneurial interest. Creativity also affects the student's entrepreneurial interest starting from looking for initial ideas to begin new businesses to producing new products (Tantawy et al., 2021).

Social network online has a positive and significant relationship with interest in entrepreneurship interest. respondents have an interest in entrepreneurship and a high perception

of eligibility for entrepreneurship. 93 percent of respondents agree with the statement that online social networks can search for business idea 93 percent agree with the statement that online social networks can find friends who have the same business. This is the same as the research findings Kumara (2020); Fourqoniah (2015) shows the results that online social networks have a significant positive effect on student entrepreneurial interest.

CONCLUSION

According to the results of the data analysis and discussion above, several things can be concluded. First, creativity is significantly influenced by achievement motivation and attitude. Achievement motivation and attitude on entrepreneurial intention are essential because the higher a person's achievement and positive attitude, the more ideas are carried out to make people more creative. Second, entrepreneurial interest is significantly influenced by achievement motivation, attitude, and creativity. The higher the achievement motivation, positive attitude, and creativity of a person, the higher a person's interest in entrepreneurship. Third, creativity significantly mediates the relationship between achievement motivation and attitudes towards entrepreneurial interest. High achievement motivation is achieved through a person's creativity in finding new ideas, and it can increase his interest in entrepreneurship. Likewise, a positive attitude towards the idea of starting a new business that is realized with creativity can increase student entrepreneurial interest.

Online social networks are assets that can be used in the entrepreneurship learning process. Online social networks have an influence on the entrepreneurial learning process according to Bandura's social cognitive theory. The broad structure of online social networks also affects the perceived desirability and perceived feasibility of students who are active in online social networks. Students with broad associations can interact and have a variety of friends and circles. These interactions

can provide opportunities for the emergence of business ideas that make them interested and feel worthy of entrepreneurship

This study has practical implication first, the results of this study can be used by lecturers at the university in Lampung province Indonesia as a conceptual framework in the variables of achievement and creativity. As a result, achievement motivation, creativity, and social network online can be further improved in entrepreneurship learning to increase student interest in entrepreneurship and for decision-makers in universities to focus more on developing entrepreneurship education curriculum that can change the interest of entrepreneurs to become entrepreneurs. Second, the entrepreneurial interest model to open the mindset of students to be entrepreneurial, so as to reduce unemployment.

As with any research, there are several limitations. First the objective this research is students who come from private universities in the Lampung province so that the result of the research cannot be generalized to students from state universities. Second, the research only uses self-collected data that indicates the potential to bias. Following research must involve other respondents such as lecturer, peer group to indicate objective research. The third is the measuring tools used. It is suggested to use specific instruments to measure achievement motivation, and online social network.

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