

## The Role of the Social Media and Family Environment on Entrepreneurial Interest of Vocational School Students

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*Entrepreneurial Interest; Family Environment; Social Media; Vocational School Student*

### Abstract

The purpose of this study was to analyze the relationship between social media variables on entrepreneurial interest, the relationship between family environment and entrepreneurial interest. This research method was a quantitative survey. Data collection was done by using a questionnaire (likert scale) which was packaged in a google form and distributed through WhatsApp Group. The method in this study was quantitative using the survey method. The study was carried out in August-December 2021 with the research respondents were 188 of vocational School students in Semarang, by using a proportional random sampling technique and using the Slovin formula. Data analysis techniques in quantitative research used structural equation modeling (SEM) and statistical tools SmartPLS 3.3.3 software. The results of the study indicated that there was a positive and significant effect of family environment variables and social media on student entrepreneurship interest. The practical implication of this research was to increase student entrepreneurial interest, so schools must increase social media and family environment variables.

### How to Cite

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## INTRODUCTION

According to Greenhow et al. (2020) in the digital era and education 4.0, the development of the current condition of society which is able to link the world of science and information technology makes direct and indirect interactions increasingly limitless. The digital era characterized by social media is a good opportunity to increase productivity, expand markets, and competitiveness. If the orientation of the community, especially students, is entrepreneurship and creating jobs, unemployment and poverty rates can be reduced, on the contrary if students are interested in looking for work, then the potential for unemployment and poverty rates in Indonesia will increase because the existing job opportunities are not sufficient. According to Farinloye et al. (2020) The birth of social media makes a shift in behavior, culture, and norms in society. Almost all people from various backgrounds and ages have and use social media as a means of conveying and obtaining information. High online activity makes users bring their virtual world when gathering with family, at mealtimes, before dinner. The social media most widely used by internet users in Indonesia from the top to the We Are Social version are YouTube, WhatsApp, Facebook, Instagram, Twitter, Line, FB Messenger According Cooper et al. (2020) students as agents of change are the group that has the most dependence on the internet compared to other segments of society.

According to Alam et al. (2021) Globalization is a process of international integration, which occurs due to the exchange of world views, products, ideas and cultures. Globalization is defined as the process of producing one world. With the development of communication and transportation, the world is in an era of globalization. According to Cooper et al. (2020) the world's information is open to everyone. It should be emphasized that in the current rapid globalization process, both positive and negative impacts, in other words globalization brings danger and hope. The real impact of globalization is that technology is

becoming increasingly complex, and everything that is needed can be obtained easily. For example, mobile phones that are easily available with guaranteed quality and affordable prices, it turns out that there are changes and additions to the latest version every day. Over time, technology and information in Indonesia have developed. According to Alam et al. (2021); Alshuaibi et al. (2018); Cooper et al. (2020) The use of internet media is also growing and increasing. The growth in the use of mobile devices, especially smartphones, supports this growth. These technological developments do not only develop in big cities, but also extend to small towns and even villages. The internet is not only used as a medium of interaction and communication, but also as a promotional medium to provide products and show developing trends. One part of the internet is social media.

According to Cooper et al. (2020), Dunaway et al. (2020). Social media also allows the formation of online friendships. The use of social media is also inseparable from the family environment. The family environment is the first and dominant education for a child. According to Alshuaibi et al. (2018), Berdanier et al. (2020), Cooper et al. (2020) Family environment indicators include relationships between family members, family background, family concerns, family economic conditions, parental upbringing, and home atmosphere. The family environment influences the mindset and decision making, especially for students who are ready to enter the world of work. This is in line with the research conducted by Berdanier et al. (2020), Cooper et al. (2020) that there are differences in readiness careers of students who have a supportive family environment with a less supportive family environment. Where children are better prepared to enter the business world when the family is supportive. According to Farinloye et al. (2020) Interest in entrepreneurship is the desire to create business with the ability and dare to take risks. Students who use social media are often targeted for market share of local brands, or selling online friends, for

those who realize this can certainly provide motivation and interest to get entrepreneurship benefits through social media is not just a consumer. A democratic family environment, especially those in the business world will provide encouragement for their children to develop creativity and interest in entrepreneurship. Use of social media and the environment of a well-established family can foster interest and creativity in entrepreneurship. The purpose of this research is to find out the influence of social media on student entrepreneurship interest. The influence of the family environment on student entrepreneurship interest. The urgency of this research is to link various kinds of real conditions in society, namely the employment field is getting narrower but the opportunities for social media have touched almost all levels of society as well as parental support for their interests.

The social media most widely used by internet users in Indonesia from the top to the We Are Social version are YouTube, WhatsApp, Facebook, Instagram, Twitter, Line, FB Messenger, LinkedIn, Pinterest, We Chat, Snapchat, Skype, Tik Tok. According to Wang et al. (2011); Thomas et al. (2020); Rasheed et al. (2020) students as agents of change are the group most dependent on the internet compared to other segments of society. This is because of the psychological factors of student development and readiness to access the internet with various expectations. The use of social media is also inseparable from the family environment. The family environment is the first and dominant education for a child. Family environment indicators include relationships between family members, family background, family attention, family economic conditions, parental upbringing, and home atmosphere. The family environment influences the mindset and decision making especially for students who are ready to enter the world of work. This is in line with research conducted by Thomas et al. (2020); Rasheed et al. (2020) that there are differences in the career readiness of students who have a supportive family environment with a less supportive family environ-

ment. Where children are more ready to enter the business world when the family supports them.

According to Cooper et al. (2020); Dzogbenuku et al. (2021) The role of social media is recognized as being able to boost business, this is due to the ease of promoting a business. Students who use social media are often the target of market share for local brands, or selling online to their friends, for those who realize this can certainly provide motivation and interest to get entrepreneurship benefits through social media, not just being consumers. A democratic family environment, especially those in the business world, will encourage their children to develop creativity and interest in entrepreneurship. The use of social media and a well-established family environment can foster interest and creativity in entrepreneurship.

According Greenhow et al. (2020) The role of social media can boost the online business world. The more intense use of social media makes students not only think as consumers but also foster interest in starting a business and marketing products and services. Social media also facilitates everyone to connect with each other, promote goods at affordable costs so there is no need for banners, even with minimal capital and without the need to pay employees and rent a shop. According to Cooper et al. (2020); Dzogbenuku et al. (2021); Farinloye et al. (2020); Greenhow et al. (2020) social media has important indicators that include means of communication, access, and utilization. Easy communication, effectiveness and efficiency of social media that can be accessed anywhere and anytime is an alternative for students who in fact do not have large capital to try entrepreneurship. Social media is a way of online-based social interaction (in a network) connected to the Internet. It allows users to easily share information or stories, participate in communication by sending messages, build relationships, and create networks. Social media is an online medium that makes it easy for users to participate, share and socialize. Social media content includes blogs, social networks, Wikipedia, forums

and cyberspace. Social media also makes it easier for users to communicate and interact. Today we may have used many types of social media, one of which is Instagram, YouTube, Facebook, Twitter, WhatsApp, etc.

The family environment is one of the factors that can influence a person or a group to take action and change the behavior of everyone. Greenhow et al. (2020); Kaufmann et al. (2020); Mughairi et al. (2020) The social environment that we know includes the family environment, peer environment and neighboring environment. The social environment is also a place where people communicate with each other, do things with each other and with the surrounding environment. The family environment is all the people around a person or group of people. Dzogbenuku et al. (2021) family environment can be in the form of individuals or groups of families, playmates, neighbors, villagers, city residents, and the state. The social environment is an environment that describes the social and natural atmosphere in which humans live and grow. The social environment can be a form of culture that is taught to individuals, or it can be based on personal experience or existing social interactions. Mughairi et al. (2020) Social environment refers to the environment in which various social interactions occur between social groups, social systems and symbols, and structured values and norms, and are closely related to the artificial or man-made environment in people's lives. The social environment is a group of people who live in groups and communicate with each other in an orderly manner to realize common interests, this has a significant impact on behavior, physical and spiritual growth and formation.

The family environment is an environment of interaction between humans and the environment, interactions between educators and students and other people involved in educational exchanges. Personality in interpersonal relationships will also be influenced by the intellectual environment. Dzogbenuku et al. (2021); Wayne et al. (2020); Mughairi et al. (2020) The family environment is the peop-

le or other people who may be affected and may be affected, so actually with the interaction between people, this will be necessary. The school environment includes living things in the form of people (ie family) who are closest to the surrounding environment. Mughairi et al. (2020) The family is a primary and elementary school education environment, because humans get basic education from the family environment before understanding other environments. The school environment includes the physical environment, social environment and academic environment. The physical environment of the school, such as the environment around the school, facilities, existing learning facilities and infrastructure, learning resources, learning tools, etc. The social environment includes the relationship between students and friends, teachers and other school employees. Entrepreneurial behavior is influenced by external factors and internal factors. These factors are property rights, ability or competence, and incentives, while the external factor is the environment. Interest in entrepreneurship is the desire to carry out activities related to running entrepreneurship based on love.

Dzogbenuku et al. (2021) explains that student interest in entrepreneurship consists of: (1) Interest in starting entrepreneurship in the near future, (2) Interest in starting entrepreneurship in the next two years, (3) Interest in starting entrepreneurship for the long term, and (4) No interest in entrepreneurship. According to Mughairi et al. (2020) individual entrepreneurship interest grows and develops according to various influencing factors and is not brought from birth. Factors that influence the decision to become an entrepreneur are the result of the interaction of character, personality and environment factors. The first factor that influences students' interest in entrepreneurship is personality. Personality is a unit of behavior and typical thinking patterns that influence individuals in adjusting to their surrounding environment. Personality includes special personalities, namely personalities from patterns of thought and experience

that are not often expressed as well as general personalities that can be seen by others. While others argue that personality is a complex psychophysical totality of a person, so that it appears in his unique behavior. Based on the above understanding, it is concluded that personality is a person's attitude, expression, feelings, temperament, and behavior. Personality can be positive such as optimistic, enthusiastic, diligent, patient, responsible, independent, there are also negative personalities such as easy to give up, short-tempered, lazy and pessimistic. The personality characteristics of an entrepreneur according to Dzogbenuku et al. (2021); Wayne et al. (2020); Mughairi et al. (2020) ) include: (1) Responsible for the business he runs. (2) Tend to dare to take bigger risks. (3) Optimistic over competence for success. (4) Have a desire to get feedback. (5) Have a high morale. (6) Have a future orientation. (7) Have skills in organizing resources. (8) Value achievement more than money.

The factor that influences students' interest in entrepreneurship is the environment. Wang et al. (2011) states that the environment is a factor around humans in their lives including the physical environment and the psychological environment. The physical environment includes parents, siblings, friends, neighbors and home, while the psychological environment includes feelings, dreams, problems faced. The family is a small individual who has a head and members in which there are tasks and work of each that have been divided according to the agreement. In addition, each member has rights and obligations. Families will teach their children how to have a principle and belief, religion, manners, how to communicate and interact with the social environment, the norms of life and also learn the ability to live. Thomas et al. (2020); Rasheed et al. (2020) the family is a group or group of people where they live life together with one unit and have blood ties, marital relations and all kinds of other relationships. The family has various functions, one of which is a psychological function, here the family forms the personality of family members, the family

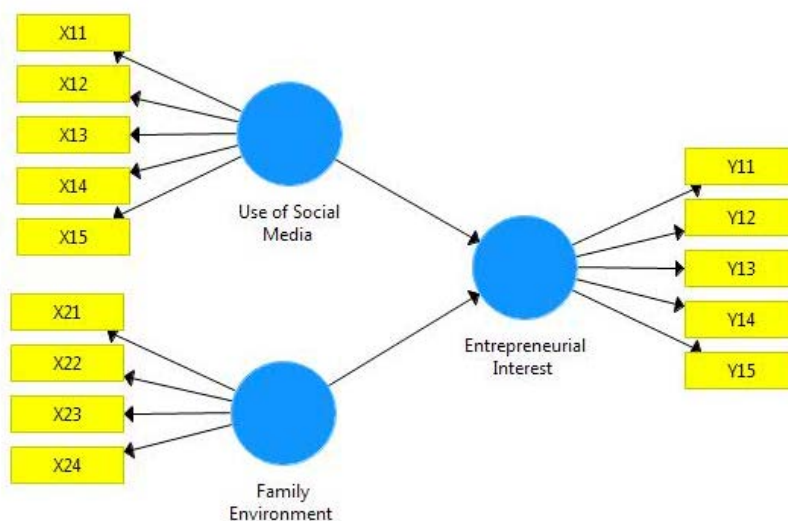
also provides protection, security and love. In addition, the family has an educational role in which the family instills the norms of life and lays the religious foundation for family members. Wang et al. (2011); Rasheed et al. (2020) ) The family environment is the environment in which a child grows and develops since he was born and raised. The family environment will have a positive or negative influence on the character and personality of family members. Parents play an active role in laying the foundations of life for their children. Interest in entrepreneurship is formed if the family has a positive influence. Thomas et al. (2020); Rasheed et al. (2020) stated that the way parents educate their children, the relationship between family members, and economic conditions will affect children's interest in entrepreneurship.

## METHODS

This type of research was quantitative research. Data collection was done by using a questionnaire (likert scale) which was packaged in a google form and disseminated through WhatsApp Group. The method in this study was quantitative using the survey method. The study was carried out in August-december 2021 with the research respondents were 188 vocational school students in Semarang, by using a proportional random sampling technique and using the Slovin formula. Data analysis techniques in quantitative research used statistics analysis.

### (a) Validity test

The validity test is used to measure the validity or validity of a questionnaire (Purwanto et al., 2020). In this study, the validity of the questionnaire items was tested by using the Validity Test. In this test the level of accuracy and precision of each item was measured. To determine whether the items in the questionnaire are valid or not, it is necessary to test the significant correlation coefficient with a significant value of 0.05. The indicator is declared valid or valid when the significant value



**Figure 1.** Research Framework

is 0.05 ( $\alpha=5\%$ ). The variables measured were interest in Social Media, Family Environment and Students Entrepreneurial Interest

**(b) Reliability Test**

Reliability test is a questionnaire measuring instrument which is a variable/construct indicator (Purwanto, 2020). Reliability test to determine the level of reliability of the data produced by a tool that shows the stability of the measurement when used in the same group at different times. The reliability coefficient is declared good if it gives Cronbach’s Alpha > 0.6, meaning that the measuring instrument is reliable.

The research framework is described in the research scheme on the Figure 1.

The hypotheses are formulated based on the framework of thinking, among others:

(a) There is a positive and significant influence on the use of social media on student entrepreneurship interest.

(b) There is a positive and significant influence of the family environment on student entrepreneurship interest.

**RESULTS AND DISCUSSION**

**Validity test**

The validity test is used to measure the validity or validity of a questionnaire (Purwanto et al.,2020). In this study, the validity of

the questionnaire items was tested by using the Validity Test. In this test the level of accuracy and precision of each item was measured. To determine whether the items in the questionnaire are valid or not, it is necessary to test the significant correlation coefficient with a significant value of 0.05. The indicator is declared valid or valid when the significant value is 0.05 ( $\alpha=5\%$ ). The variables measured were interest in Social Media, Family Environment and Students Entrepreneurial Interest.

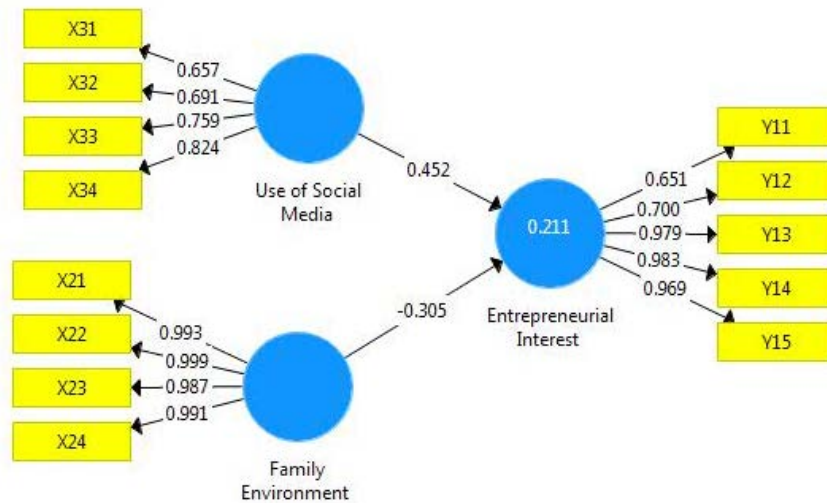
**Table 1.** Reliability Testing

Variables	Cronbach’s Alpha	Composite Reliability
Social media	0.779	0.824
Family environment	0.995	0.996
Student entrepreneurship interest	0.926	0.927

Source: Primary data processed, 2021

**Reliability Test**

Reliability test is a questionnaire measuring instrument which is a variable/construct indicator (Purwanto, 2020). Reliability test to determine the level of reliability of the data produced by a tool that shows the stability of the measurement when used in the same group at different times. The reliability coefficient is



**Figure 2.** Convergent Validity

declared good if it gives Cronbach’s Alpha > 0.6, meaning that the measuring instrument is reliable.

Figure 2 show that all loading factors had values above 0.60, so the constructs for all variables had not been eliminated from the model. It can be concluded that the construct had met the convergent validity criteria.

Based on the Table 2, it showed that the AVE (Average Variance Extracted) value for all constructs had a value > 0.50. Therefore, there was no convergent validity problem in the model being tested.

Determination Coefficient ( R Square)

The magnitude of the influence of the independent variable on the dependent variab-

**Table 2.** AVE

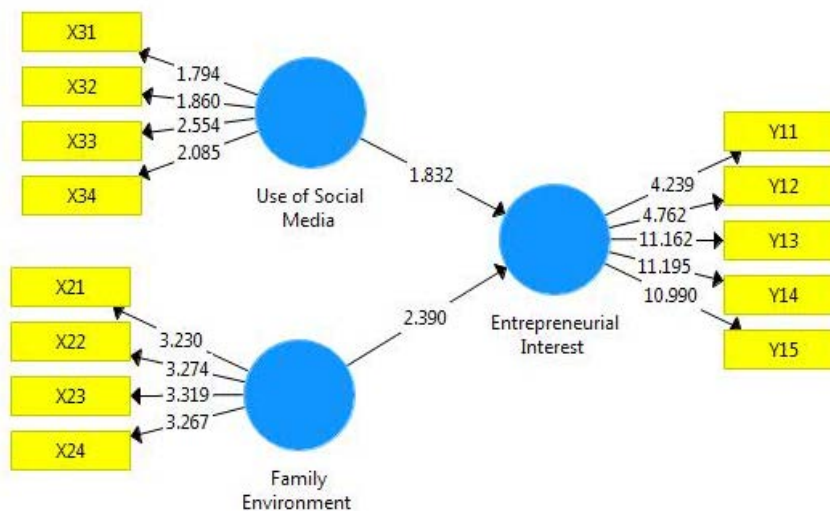
Variables	AVE
Social media	0.653
Family environment	0.712
Student entrepreneurship interest	0.714

Source: Primary data processed, 2021

**Table 3.** R-square Adjusted

Variables	r-square adj.
Student entrepreneurship interest	0.211

Source: Primary data processed, 2021



**Figure 3.** Hypothesis Testing

le, namely Social Media, Family Environment and Students Entrepreneurial Interest was indicated by the value of the coefficient of determination. Based on table 3 above, the Adjusted R2 value of the multiple linear regression model was 0.211, which means that 21.1% of students' interest in entrepreneurship was influenced by Social Media, Family Environment. Social Media, Family Environment affected entrepreneurial interest above 21.1% which was included in the category of a fairly low influence in a study with two variables. While the remaining 78.9% interest in entrepreneurship was influenced by other variables not examined.

**The Relationship between Social Media and Student Entrepreneurial Interest**

Based on the results of data analysis, it was found that the p value was  $0.001 < 0.050$  so it was concluded that social media had a significant effect on student entrepreneurship interest. These results were in line with research conducted by According Nurdin, A. (2020), Rasheed et al. (2020), Tarantino et al. (2013), Thomas et al. (2020), Wang et al. (2011) that the use of social media had a positive and significant effect on Student Entrepreneurial Interest. The use of social media is said to be good if students use it for useful things such as getting entrepreneurial inspiration, looking for products to resell, looking for online businesses, looking for business connections, promoting businesses. Use of social media is said that it is not good if respondents use social media more to comment on other people's posts, play games, chat for hours for less useful talks, increase followers for prestige, and so on. Indicators to determine the level of interest in entrepreneurship can

be seen from being more interested in having their own business, not depending on others, business inspiration, managing finances, skills possessed, aspirations after graduation, and so on.

**The Relationship between the Work Environment and Student Entrepreneurial Interests**

Based on the results of data analysis using SmartPLS obtained p value  $0.002 < 0.050$  so it is concluded that the work environment had a significant effect on Student Entrepreneurial Interest, an increase in the work environment variable will have a significant effect on increasing the Student Entrepreneurial Interest variable and a decrease in the work environment variable will have a significant effect on the decrease in Student Entrepreneurial Interest variable. These results were in line with research conducted by According Kaufmann et al. (2020), Mughairi, et al. (2020) that the work environment had a positive and significant effect on Student Entrepreneurial Interest. According to Wang et al. (2011) Students who use social media to get entrepreneurial inspiration, look for products to resell, looking for connections for online business, promoting business turns out to be to have an interest in owning their own business, have a business idea, can manage finances, and have aspirations to become entrepreneurs.

According to Dzogbenuku et al. (2021), Farinloye et al. (2020), Greenhow et al. (2020) Students who have a tendency to use social media for games, commenting on other people's posts, uploading photos of themselves, friendship isn't for business priorities, it turns out that they have no interest in entrepreneurship. They prefer to be government

**Table 4.** Hypothesis Testing

Hypotheses	P - Value	Result
The use of social media -> Student entrepreneurship interest	0.001	Significant
Family environment -> Student entrepreneurship interest	0.002	Significant

Source: Primary data processed, 2021



employees or get a salary from other people. According to Thomas et al. (2020) An increase in the level of social media use will lead to increase in student interest in entrepreneurship. The role of social media can boost the online business world. The more Intense use of social media makes students not only think as consumers but also foster interest in starting a business and marketing products and services. Social media also makes it easier for everyone to connect with each other, promote goods at affordable costs so there is no need for banners, even with minimal capital and without the need to pay employees and rent a shop. According to Kaufmann et al. (2020) Social media has important indicators that include means of communication, access, and utilization. Easy communication, effectiveness and the efficiency of social media that can be accessed anywhere and anytime is an alternative for students who in fact do not have large capital to try entrepreneurship.

## CONCLUSION

The results of the study indicated that there was a positive and significant effect of family environment variables and social media on student entrepreneurship interest. That is, the better the support from the family environment, the higher the interest in entrepreneurship. Parents who were entrepreneurs in certain fields, educated their children and motivated them to work hard and were responsible to generate interest in their children to become entrepreneurs. So, family support clearly had an influence on a child's decision. Parents who were entrepreneurs in certain fields, educated their children and motivated them to work hard and were responsible to arouse their children's interest in entrepreneurship. So, family support clearly had an influence on children's decision making. Family is the first social group for children. In a family environment, children learn to interact, sympathize, cooperate, and share norms. The character of children is influenced by parenting patterns. In the family, parents have rules

but children need to be given the opportunity to be independent and take personal control, children need to be involved in decision making. Parents motivate their children to work hard and be responsible for every choice in life. Entrepreneurial parents can arouse their children's interest in entrepreneurship. Interest in entrepreneurship is driven by the relationship factor with the family. In making decisions regarding career choices, children tend to consult with family members, and parents tend to provide guidance for their children's future.

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