

ANALYZING THE INFLUENCE OF SOCIAL MEDIA ON STUDENT'S ENTREPRENEURIAL INTEREST FROM THE PERSPECTIVE OF ISLAMIC ECONOMICS

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ABSTRACT

Advances in information and communication technology have made social media one of the key platforms for supporting entrepreneurial activities. This study aims to analyze the influence of social media on students' interest in entrepreneurship. The study employs a quantitative approach using a survey method. Data were collected through an online questionnaire distributed via Google Forms to all active students in Class 4A of the Sharia Economics Program at Bunga Bangsa Islamic University in Cirebon who use social media. The data obtained were analyzed using IBM SPSS through reliability tests, normality tests, simple linear regression analysis, t-tests, and the coefficient of determination (R^2). The results showed that the social media variable had a Cronbach's Alpha value of 0.604 and the entrepreneurial interest variable had a value of 0.935, indicating that the research instrument was reliable. The results of the normality test showed a significance value of 0.502 for the social media variable and 0.249 for the entrepreneurial interest variable, indicating that the data are normally distributed. A simple linear regression analysis yielded the equation $Y = 0.761 + 0.850X$, indicating a positive relationship between social media and entrepreneurial interest. The coefficient of determination (R^2) of 0.345 indicates that social media accounts for 34.5% of the variation in students' entrepreneurial interest. However, the t-test results show a p-value of 0.057, which is greater than 0.05; therefore, the effect of social media on students' entrepreneurial interest is not yet statistically significant. Nevertheless, social media continues to play a positive role in fostering students' entrepreneurial interest through easy access to business information, the expansion of business networks, and digital business promotion.

INTRODUCTION

The development of information and communication technology has led to the development of many aspects of community life, including economic and entrepreneurial spheres. One of the manifestations of this development is the increasing use of social media which has evolved from being a simple means of social interaction to a tool for communication, marketing, collaboration,, and business development in the digital age. Social media is a medium for people to access information, build networks, promote products, and interact directly with consumers without the constraints of space and time. The existence of social media also provides broader opportunities for society especially the younger generation to learn and develop entrepreneurial activities through digital platform. The evolution of business communications has witnessed a major role of social media as it enables the expansion of market reach, enhanced interaction with coconsumers, and helps businesses to succeed and grow in the digital age (Nurmiarani et al., 2023). The condition shows that social media is not only a tool for communication but also a tool that can trigger the development of entrepreneurial interest in students.

The role of social media in providing opportunities is increasingly important because entrepreneurship is one of the important components in driving a country's economic growth. Entrepreneurship can create new jobs, reduce the rate of unemployment and improve the welfare of the community through various business activities that yield results. Furthermore, micro, small and medium enterprises (MSMEs) contribute significantly to the national economic growth and employment generation. Therefore, entrepreneurial spirit should be inculcated from an early age, especially students who are expected not only as job seekers, but also as job creators. It is hoped that the increasing interest of students in entrepreneurship will create various new businesses that can contribute to the overall economic growth of Indonesia (Khamimah, 2021).

Social media has a close relationship with the growth of entrepreneurial interest because it provides various conveniences that can be utilized in running or starting a business. Theoretically, social media serves as an effective and efficient promotional tool because it allows entrepreneurs to reach consumers on a larger scale at relatively low costs. In addition, social media also provides easy access to various business information, such as marketing strategies, business management, market opportunities, and the experiences of successful entrepreneurs. The presence of various digital entrepreneurs who actively share their experiences, motivation, and success stories through social media also serves as a source of inspiration for the younger generation to start their own businesses. The exposure to information and experiences can enhance students' knowledge, confidence, and interest in

the world of entrepreneurship. Therefore, the more intensive the use of social media, the greater the opportunity for the formation of entrepreneurial interest among students (Susilawaty, 2022).

From the perspective of Islamic economics, entrepreneurship is an economic activity that holds religious value when conducted in accordance with Islamic law. Islam encourages its followers to work hard, be self-reliant, and strive to earn a halal income. This is as explained in the words of Allah SWT in Surah Al-Jumu'ah, verse 10:

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَّعَلَّكُمْ تُفْلِحُونَ

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This hadith indicates that business activities hold a noble status in Islam as long as they are conducted in accordance with the principles of honesty, trust, justice, and responsibility. Therefore, the use of social media as a business tool should be directed toward activities that align with Sharia principles so that they not only generate economic profits but also bring blessings and benefits to society.

The high usage of the internet and social media in Indonesia indicates the significant potential of utilizing digital technology to drive entrepreneurial activities. Based on the survey results from the Indonesian Internet Service Providers Association (APJII), the number of internet users in Indonesia in 2026 reached 235.2 million people with a penetration rate of 81.72%, an increase of 1.06% compared to the previous year (*Asosiasi Penyelenggara Jasa Internet Indonesia - Survei*, n.d.). This condition shows that the majority of the Indonesian population is connected to the internet and has extensive access to various social media platforms that can be utilized for business activities and digital marketing. On the other hand, the issue of unemployment remains a challenge that needs attention. The Central Statistics Agency (BPS) recorded a national Open Unemployment Rate (TPT) of 4.68% (Indonesia, n.d.), while West Java Province had a higher TPT of 6.64% (*Dashboard Statistik: Pengangguran*, n.d.). Meanwhile, Cirebon Regency recorded a TPT of 6.42% in September 2025 (*Angka*

Pengangguran Di Kabupaten Cirebon Menurun - Portal Resmi Kabupaten Cirebon, n.d.). The micro, small and medium-sized business (MSME) sector is important for job creation and economic development. In 2026, Ministry of MSME data indicated that only around 15 million of the total 56 million micro-entrepreneurs in Indonesia had a Business Identification Number (NIB). It indicates that there is still a lot of room for entrepreneurship. Now, more than ever, it is important to create entrepreneurship through social media more attractive to students in order to promote economic growth and job creation (*Kementerian UMKM Dukung BKPM Percepat Legalitas Usaha Mikro, n.d.*).

Various previous studies have proven that social media has an influence on students' entrepreneurial interest. (Herdianty et al., 2024) found that the use of social media has a positive and significant impact on students' entrepreneurial interest because social media can be utilized as a means to obtain business information, expand networks, and support business promotion activities. The results of the study are in line with the research by (F. R. Rahayu & Hastuti, 2023), which shows that social media has a positive effect on students' entrepreneurial interest through easy access to information and business opportunities available on digital platforms. Furthermore, the research by (E. P. Rahayu & Sulistyowati, 2022) also found that social media and entrepreneurial knowledge simultaneously have a positive effect on entrepreneurial interest. Similar findings were obtained in research on the influence of entrepreneurship education and social media on students' entrepreneurial interest, which showed that social media has a significant impact in encouraging students' desire to start a business. However, the highly dynamic development of social media and the differing characteristics of respondents and research environments allow for variations in results in different contexts. Therefore, research on the influence of social media on students' entrepreneurial interest is still relevant to conduct in order to obtain a more specific picture according to the conditions of the research object.

Based on the description, additional research is needed to analyze the influence of social media on students' entrepreneurial interest. The aim of this study is to analyze the impact of social media on students' entrepreneurial interest so that they can contribute to the development of entrepreneurship education and use social media as a means to foster an entrepreneurial spirit among students.

METHODS

This study employs a quantitative survey approach to examine how social media affects students' interest in entrepreneurship. The quantitative approach was selected because it can measure the relationship between variables objectively using numerical data that has been statistically analyzed (*Sugiyono - Kualitatif, Kuantitatif, R&D (2019) .Pdf, n.d.*).

Students who use social media frequently make up the study's population. Certain criteria, such as being aware of entrepreneurial activities and using social media frequently, were used to select respondents. Primary data was collected by distributing the questionnaire online using Google Form.

The research instrument was arranged using a five-point Likert scale, where a score of 1 indicated strongly disagree and a score of 5 indicated strongly agree. The social media variable (X) was measured through indicators of ease of access to information, interaction, content quality, and the use of social media as a business promotion tool. Meanwhile, the entrepreneurial interest variable (Y) was measured through indicators of the desire to start a business, interest in entrepreneurial activities, readiness to take risks, and commitment to becoming an entrepreneur. These indicators were developed based on the concept of entrepreneurial intention proposed by (Ajzen, 1991), which explains that intention reflects an individual's willingness and commitment to perform a particular behavior.

The data were analyzed by using Statistical Package for the Social Sciences (SPSS). The analysis includes uji validitas uji reliabilitas uji normalitas uji t koefisien determinasi (R²) and linear regression analysis. The extent of social media influences on mahasiswa minat berwirausaha is further understood by using simple linear regression analysis. Simple linear regression is an analytical method to analyze the relationship and effect of one independent variable toward a dependent variable and to predict the change of the dependent variable based on the independent variables (Sarwono, 2014).

RESULT AND ANALYSIS

Based on the results of data analysis using IBM SPSS, the following results were obtained.

1. Respondent Characteristics

This study involved all active students in Class 4A of the Sharia Economics Study Program at Bunga Bangsa Islamic University in Cirebon in 2026 who actively use social media and have knowledge of entrepreneurial activities. All respondents completed the questionnaire online via Google Forms. The data obtained were then analyzed using IBM SPSS to determine the influence of social media on students' interest in entrepreneurship.

2. Descriptive Analysis of Variables

Descriptive analysis is used to provide an overview of the research variables. The results of data processing show that the average score for the social media variable was 4.16. This value indicates that respondents tend to agree that social media can be used as a means of obtaining business information, expanding business networks, and promoting products.

Meanwhile, the average score for the entrepreneurial interest variable was 4.30. This value indicates that the majority of respondents have a high interest in

entrepreneurship, as demonstrated by their desire to start a business, their interest in business activities, their willingness to take risks, and their commitment to becoming entrepreneurs.

3. Reliability Test

A reliability test was conducted to determine the level of consistency of the research instrument. Reliability testing was conducted to assess the consistency of the research instrument. An instrument is considered reliable when its Cronbach's Alpha value is greater than 0.60.

The test results show that the social media variable obtained a Cronbach's Alpha value of 0.604, thus deemed reliable. Meanwhile, the entrepreneurial interest variable obtained a Cronbach's Alpha value of 0.935, indicating a very high level of reliability. Thus, all statement items in this study can be used as research instruments.

4. Normality Test

A normality test was conducted to determine whether the research data followed a normal distribution. Normality was assessed using the significance value criterion. A significance value greater than 0.05 indicates that the data are normally distributed.

Based on the test results, the social media variable yielded a significance value of 0.502, and the entrepreneurial interest variable yielded a significance value of 0.249. Both values are greater than 0.05, indicating that the research data are normally distributed. Thus, the research data satisfy one of the basic assumptions required for simple linear regression analysis.

5. Simple Linear Regression Analysis

Simple linear regression analysis was used to determine the effect of social media on students' interest in entrepreneurship. Simple linear regression analysis was used to analyze the relationship and influence of the social media variable (X) on entrepreneurial interest (Y).

Based on the analysis results, the following regression equation was obtained:

$$Y = 0.761 + 0.850X$$

This equation indicates that a one-unit increase in the social media variable will increase students' interest in entrepreneurship by 0.850 units. The positive coefficient value indicates that social media has a positive relationship with students' interest in entrepreneurship.

6. Hypothesis Testing (t-Test)

A t-test was conducted to determine the significance of social media's influence on students' interest in entrepreneurship. The significance of the relationship was evaluated using a 5% significance level. A significance value lower than 0,05 indicates a statistically significant effect.

The test results show a significance value of 0.057. Since this value is greater than 0.05, the hypothesis stating that social media has a significant effect on students' interest in entrepreneurship cannot be accepted. Thus, social media has a positive effect on students' interest in entrepreneurship, but it is not yet statistically significant.

7. Coefficient of Determination (R^2)

The coefficient of determination is used to determine the extent to which the social media variable contributes to explaining students' interest in entrepreneurship. The coefficient of determination (R^2) was used to assess the explanatory power of the independent variable on the dependent variable.

The analysis results show an R^2 value of 0.345, or 34.5%. This means that social media accounts for 34.5% of students' entrepreneurial interest, while the remaining 65.5% is influenced by other factors outside the scope of this study, such as entrepreneurship education, family environment, personal motivation, business experience, and other socioeconomic factors.

Table 1 Descriptive Statistics of Research Variables

Variable	Mean Score	Interpretation
Social Media (X)	4,16	High
Entrepreneurial Interest (Y)	4,30	High

Source: Primary data processed using IBM SPSS, 2026.

Table 2 Reliability Test Result

Variable	Cronbach's Alpha	Interpretation
Social Media (X)	0,604	Reliable
Entrepreneurial Interest (Y)	0,935	Highly Reliable

Source: Primary data processed using IBM SPSS, 2026.

Table 3 Normality Test Result

Variable	Significance Value	Interpretation
Social Media (X)	0,502	Normally Distributed
Entrepreneurial Interest (Y)	0,249	Normally Distributed

Source: Primary data processed using IBM SPSS, 2026.

Table 4 Simple Linear Regression Result

Variable	Unstandardized Coefficient (B)
Constant	0,761

Social Media (X)	0,850
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Source: Primary data processed using IBM SPSS, 2026.

Table 5 Hypothesis Testing Result (t-test)

Variable	Significance Value (Sig.)	Interpretation
Social Media (X)	0,057	Not Significant

Source: Primary data processed using IBM SPSS, 2026.

Table 6 Coefficient of Determination Result

Model	R Square (R ²)	Interpretation
Simple Linear Rregression	0,345	Social Media explains 34,5% of the variation in Intrepreneurial Interest

Source: Primary data processed using IBM SPSS, 2026.

The results of the study show that social media has a positive relationship with students' interest in entrepreneurship. This is demonstrated by a regression coefficient of 0.850, which indicates that the higher the use of social media, the higher students' interest in entrepreneurship. Social media provides students with various conveniences in obtaining business information, learning marketing strategies, building business networks, and accessing various business opportunities available online.

The findings of this study support the view of (Nurmiarani et al., 2023), who state that social media has evolved into a business communication tool capable of expanding market reach, enhancing interaction with consumers, and supporting business development in the digital age. Through social media, students can obtain information about business opportunities at a relatively low cost, thereby increasing their interest in entrepreneurial activities.

These findings are also consistent with the research by (Herdianty et al., 2024), who found that social media has a positive influence on students' interest in entrepreneurship because it facilitates access to business information and expands business networks. Research by (F. R. Rahayu & Hastuti, 2023) also indicates that social media can boost entrepreneurial interest by providing rapid and extensive access to information about various available business opportunities. Furthermore, a study by (E. P. Rahayu & Sulistyowati, 2022) concluded that social media and entrepreneurial knowledge collectively exert a positive influence on students' entrepreneurial interest.

From the perspective of the Theory of Planned Behavior proposed by Icek Ajzen, a person's interest or intention to perform an action is influenced by attitude, subjective norms, and perceived behavioral control. Exposure to entrepreneurship-related information through social media can foster positive attitudes among students toward the business world, thereby

increasing their desire to become entrepreneurs. Various business educational content, success stories of entrepreneurs, and information on digital marketing strategies available on social media can reinforce students' belief that entrepreneurship is an attractive and viable career choice.

However, the results of the statistical test showed a significance value of 0.057, which is still above the significance threshold of 0.05. These results indicate that the positive relationship between social media and students' interest in entrepreneurship is not yet statistically significant. This finding is likely influenced by the relatively small number of respondents—only 11—meaning the variation in the data collected was not large enough to yield a stronger level of significance. Furthermore, entrepreneurial interest is influenced not only by social media but also by various other factors, such as entrepreneurship education, family support, social environment, entrepreneurial experience, personal motivation, and the availability of business capital.

The coefficient of determination (R^2) value of 0.345 indicates that social media accounts for 34.5% of the variation in students' interest in entrepreneurship, while the remaining 65.5% is influenced by other factors outside the scope of this study. These findings suggest that social media is one of the factors contributing to the development of entrepreneurial interest, but it is not the sole determining factor.

Although not yet statistically significant, the research results still show that social media plays a positive role in fostering students' interest in entrepreneurship. Therefore, the use of social media as a tool for education, promotion, and entrepreneurship development needs to be continuously enhanced to help students broaden their business horizons and encourage the emergence of young entrepreneurs capable of contributing to economic growth and job creation.

CONCLUSION

Based on the results of this study, it can be concluded that social media has a positive relationship with students' interest in entrepreneurship. The results of the simple linear regression analysis show a regression coefficient of 0.850, indicating that an increase in social media use tends to be followed by an increase in students' interest in entrepreneurship. Additionally, the coefficient of determination (R^2) value of 0.345 indicates that social media accounts for 34.5% of the variation in students' interest in entrepreneurship, while the remainder is influenced by other factors outside the scope of this study.

However, the results of the hypothesis test showed a significance value of 0.057, which is greater than 0.05. Thus, the influence of social media on students' interest in entrepreneurship is not yet statistically significant. These results indicate that social media is not the only factor influencing students' interest in entrepreneurship; rather, other factors—

such as entrepreneurship education, family environment, personal motivation, business experience, and social support—also play a role in shaping this interest.

This study suggests that social media has the potential to serve as a tool for education and entrepreneurship development among college students. Therefore, the use of social media as a platform for learning, promotion, and the development of business acumen needs to be further enhanced to foster an interest in entrepreneurship among college students. Future research is recommended to use a larger sample size and involve a broader range of respondents in order to obtain more representative and generalizable results.

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