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The Role of Social Media and Motivation on Students' Interest in Entrepreneurship with Self-Efficacy as an Intervening Variable

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Abstract

Digitalization has changed the way students access information and ultimately shapes their interest in entrepreneurship by utilizing social media. This study aims to investigate the impact of social media and motivation on students' interest in entrepreneurship, with self-efficacy serving as an intervening variable among students at Muara Bungo University. This research employs a quantitative method with a sample of 101 students selected through proportionate stratified random sampling. Based on the Smart-PLS 4 data statistical tool, the study found that social media, motivation, and self-efficacy have a positive and significant effect on interest in entrepreneurship partially. Self-efficacy has been proven to fully mediate the relationship between social media and motivation for those interested in entrepreneurship. Hopefully that universities, such as the University of Muara Bungo, will enhance the efficacy of developing programs and utilize social media as a tool for learning and motivation. This approach can help increase students' interest in entrepreneurship to create jobs and contribute to economic growth in Bungo Regency.

Keywords: Social Media; Motivation; Students' Interest in Entrepreneurship; Self-Efficacy

Introduction

Despite holding tertiary qualifications such as diplomas or bachelor's degrees, many graduates in Indonesia continue to face significant difficulties in securing employment. Data from the National Labor Force Survey (Sakernas) conducted in August 2024 indicate that the national Open Unemployment Rate (OUR) reached 4.91%, suggesting that approximately five out of every 100 individuals in the labor force remain unemployed. Notably, the unemployment rates among diploma and university graduates (2.29% and 11.28%, respectively) were significantly higher than those of senior high school and vocational school graduates, which stood at 30.72% and 24.65%. This discrepancy highlights a structural mismatch between the output of the higher education system and the absorptive capacity of the labor market. While the number of university graduates continues to rise, job creation has not kept pace. Moreover, the relatively low proportion of

graduates who pursue entrepreneurial ventures further exacerbates this imbalance. (Rahayu & Hastuti, 2023).

Entrepreneurship, often viewed as a strategic alternative to formal employment, remains underdeveloped in Indonesia. As of 2024, the entrepreneurial rate stands at merely 3.35% of the total population, which is considerably lower than in neighboring countries such as Malaysia (4.47%), Singapore (8.76%), and the United States (12%) (Statistik, 2024). This data highlights the urgent need for policies that not only enhance graduate employability but also cultivate entrepreneurial mindsets and ecosystems within the higher education landscape.

One of the most widely proposed solutions to Indonesia's persistent unemployment problem is fostering entrepreneurship as a driver of job creation (Effendi, Nelvia, et al., 2025; Effendi, Roni, et al., 2025; Rifa'atul & Suratman, 2015). Empirical studies consistently demonstrate that entrepreneurial ventures contributed to economic growth and poverty reduction (Effendi, 2021; Suyati et al., 2021; Amiruddin, 2021). Globally, entrepreneurship education has been institutionalized since the 1950s in Western higher education systems (Suyati et al., 2021). Zimmerer and Scarborough (2008) further argue that universities play a crucial role in national entrepreneurial development by embedding entrepreneurship education in their curricula. This empowers students with the skills, motivation, and mindset needed to pursue venture creation (Arni, 2023; Bahri et al., 2023).

Recent empirical research reinforces this perspective. For instance, a study (Zulfikar, 2022) found that entrepreneurship education in Indonesian universities has a statistically significant positive effect on startup growth, approximately 75% performance variance. Another study investigating product innovation among Indonesian students identified creativity as a key mediating factor between entrepreneurship education and innovation outcomes, indicating that well-designed curricular interventions can stimulate both creative competencies and new venture performance (Suparno et al., 2024). Another study on the emergence of entrepreneurship education programs (EEPs) in Indonesian higher education indicates growing institutional alignment: many accredited universities now integrate EEPs, incubators, and entrepreneurial vision statements into their strategic framework (Maritz et al., 2022). On the macro level, Indonesia's entrepreneurship ratio (or Total early-stage Entrepreneurial Activity) remains modest—only about 3.4–3.5% of the population in 2024 (Ministry of Trade; GEM)—well below neighboring Malaysia (~4.5%), Singapore (~8.7%), and the United States (~12%) (Statistik, 2024).These findings support the proposition that embedding entrepreneurship education within higher education institutions may reduce unemployment by transforming graduates into job creators rather than job seekers. Such educational reforms may thus be critical to bridging the gap between graduate supply and labor-market absorptive capacity in Indonesia.

Entrepreneurial interest is defined as the desire, attraction, and readiness to exert effort and persist in the pursuit of economic independence without fear of business risks (Oktaviani & Andriani, 2020). It is often conceptualized in terms of the aspiration to lead, personal challenges endured, flexibility sought, and perceived benefits (Abdul & Amrullah, 2020). Drawing on Entrepreneurial Intention Based Models and the Theory of Planned Behaviour (TPB), entrepreneurial intention is influenced by factors such as self-efficacy, entrepreneurial knowledge, and familial environment (Atiningsih, S., & Kristanto, 2020; Rifa'atul & Suratman, 2015) . Contrasting perspectives from (Dhitara & Ardiansyah, 2022) suggest that social media usage, motivation, and self-efficacy also have substantial effects on entrepreneurial interest.

In today's digital era, social media platforms play a formative role in shaping individuals' mindsets and behaviors. Beyond serving as communication tools, they function as key channels for accessing entrepreneurial information and influencing attitudes towards entrepreneurship (Dhitara & Ardiansyah, 2022). University students, in transition from academia to the workforce, are frequently exposed to entrepreneurial cues through social media (Indriyani & Suri, 2020). The

perceived ease of accessing business opportunities, market trends, and marketing strategies via social media can significantly influence students' entrepreneurial decision-making.

Entrepreneurial interest may be rooted in both individual motivation and family-related environmental factors (Effendi, Roni, et al., 2025). Motivation is conceptualized as the willingness to exert high-level effort to meet personal needs (Muhammad, 2019). It serves as a psychological driver—either positive or negative—that propels individuals toward goal attainment (Nurhasanah et al., 2023). Higher motivation correlates with greater effort toward fulfilling entrepreneurial aspirations (Ratih, 2023), and such motivation is considered a key precursor to entrepreneurial interest (Anggraeni, 2019). Higher education institutions thus play a pivotal role in motivating future entrepreneurs, catering to individuals who exhibit traits such as diligence, perseverance, dedication, and a strong work ethic (Ratih, 2023).

Self-efficacy, defined as positive belief in one's capabilities, is also recognized as a potent facilitator of entrepreneurial interest (Oyeku et al., 2014). It fosters satisfaction with acquired entrepreneurial knowledge and is particularly impactful among students who have engaged with entrepreneurship curricula (Effendi, Nelvia, et al., 2025; Oktasari, 2017; Simamora, 2019). Self-efficacy is frequently measured via indicators such as magnitude (difficulty level), strength, and generality of beliefs (Effendi, Roni, et al., 2025; Salsabilah & Kurniasih, 2022).

Notably, contemporary research confirms that social media usage is indirectly correlated with entrepreneurial intention through the mediating role of self-efficacy. For instance, (Huang & Zhang, 2020) found that social media enhances entrepreneurial intention among university students by strengthening their self-efficacy. Similarly, (Chahal et al., 2024) reaffirmed the central role of student self-efficacy in shaping entrepreneurial goals within TPB frameworks. (Ye & Kang, 2025) identified self-efficacy as a robust predictor of entrepreneurial intention and advocated for educational strategies to bolster entrepreneurial competencies. However, empirical findings have been mixed: (Dhitara & Ardiansyah, 2022) observed no significant direct effect of social media on entrepreneurial intention via self-efficacy, though a combined effect was observed. Meanwhile, (Agustin & Trisnawati, 2021) found that self-efficacy partially mediates the relationship between family environment and entrepreneurial intention, but fully mediates motivation and entrepreneurial intention (Priharti & Hidayat, 2020). Likewise, they reported no significant motivational effect on entrepreneurial interest among students at Universitas Baturaja, while research at Universitas Muara Bungo found only partial mediation by self-efficacy. This heterogeneity highlights a clear research gap regarding the positioning of self-efficacy, whether as an antecedent or mediator and the varied impacts of motivation, social media, and family. Consequently, an investigation into entrepreneurial interest among active students (2024/2025) at Universitas Muara Bungo remains both relevant and timely, especially given the university's active efforts to foster entrepreneurship within the Jambi province (Effendi, 2021; Octavia et al., 2017).

A preliminary survey involving 10 randomly selected university students revealed that only 60% (6 students) expressed an interest in pursuing entrepreneurship. This suggests that not all students are inclined toward entrepreneurial careers, with a considerable proportion aspiring instead to work in the public or private sectors. This phenomenon highlights a critical concern: the low inclination toward entrepreneurship among students in Indonesia, particularly in Muara Bungo, Jambi Province, if left unaddressed, may hinder local economic growth. Given the strategic role of youth entrepreneurship in fostering regional development, it is essential to examine the underlying factors that influence students' entrepreneurial intentions. Such research is vital for shaping mindsets, attitudes, and behaviors conducive to entrepreneurship before student transitioned into the labor market.

The primary objective of this study is to investigate the influence of social media, motivation, and self-efficacy on students' entrepreneurial intention, both partially and simultaneously. Furthermore, this study aims to explore the mediating role of self-efficacy in the relationship between social media and motivation and entrepreneurial intention. By understanding

these interrelationships, this research contributes to the growing body of knowledge on entrepreneurial education and offers insights for policymakers and educators seeking to cultivate entrepreneurial mindsets among university students.

Literature Review

Social Media, Efficacy, and Entrepreneurial Intentions

Recent research demonstrates that engaging with both content-based (e.g., instructional videos, startup case studies) and social-based (e.g., peer interactions, networking) social media platforms significantly boosts entrepreneurial self-efficacy (ESE) among students—especially those in vocational and higher education settings. This increased self-efficacy, in turn, correlates with stronger entrepreneurial intentions (S. Hu et al., 2024) . The process aligns with Albert Bandura's Social Cognitive Theory, which posits that observational learning—witnessing model behaviour enhances self-belief and the confidence to undertake similar tasks. When students observe and interact with entrepreneurial role models online, their belief in their capability to launch ventures strengthens accordingly (Afranie et al., 2024). Social media platforms serve as rich repositories of entrepreneurial resources—market insights, customer engagement techniques, and peer success stories—that facilitate vicarious learning and mastery experiences. These mechanisms, core to SCT's sources of self-efficacy, foster belief in one's entrepreneurial capacity (Bandura, 1997; Kreiser & Davis, 2010). Studies in Indonesia and global contexts indicate that combining digital literacy training with structured social media-based learning significantly elevates students' self-efficacy and their willingness to pursue entrepreneurial ventures (Mulyono et al., 2023). To optimize this effect, educational institutions should integrate social media-enabled entrepreneurial pedagogy, including Curated content showcasing business start-up realities, Opportunities for peer mentoring and feedback, and Platforms for observing and engaging with entrepreneurial role models. By building a digital entrepreneurial ecosystem, universities can strategically reinforce mastery, modeling, and positive social persuasion, ultimately elevating students' self-efficacy and readiness to engage in real-world ventures.

In the era of globalization, social media has evolved beyond its role as an information-sharing platform and now serves as a strategic tool for economic development, particularly for aspiring entrepreneurs (Ratih, 2023). Individuals who possess the skills to leverage social media effectively for business purposes are more likely to develop interest and engagement in entrepreneurship. For university students, who represent the academic and innovation-driven youth population, the ability to utilize digital platforms wisely—especially social media—is essential for adapting to technological advancements and cultivating entrepreneurial thinking.

Empirical evidence indicates that social media usage has a significant positive effect on entrepreneurial intention among university students. (Ratih, 2023) found that students who actively engage with social media for entrepreneurial purposes demonstrate higher levels of business interest and readiness. These findings are further supported by Rahayu & Hastuti (2023), who confirmed that social media exerts a significant partial influence on entrepreneurial intention. These results align with recent global research. Social media significantly strengthens entrepreneurial self-efficacy, which subsequently increases entrepreneurial intention among vocational students in China (S. Hu et al., 2024). Similarly, a study (Ip, 2024) highlighted that social support, peer awareness, and digital literacy positively influence social entrepreneurial intentions, which in turn drive entrepreneurship. Digital literacy emerges as a key factor in fostering both intentions and actions, with educational implications also discussed. In light of these considerations, this research proposes the following hypothesis:

H1: Social media has a significant positive relation to efficacy
H2: Efficacy has a significant positive relation to entrepreneurial Intentions
H3: Social media has a significant positive relation to Entrepreneurial Intentions

H4: Social media has a significantly positive relation to Entrepreneurial Intentions, with efficacy as an intervening

Motivation, Efficacy, and Entrepreneurial Intentions

Entrepreneurial motivation plays a pivotal role in shaping students' intentions to engage in business ventures, as it represents the internal drive to pursue opportunities, overcome challenges, and achieve business success. Motivation can be both intrinsic, such as self-realization and autonomy, and extrinsic, including financial rewards and social recognition. However, recent studies suggest that motivation alone does not always lead directly to entrepreneurial intention; rather, it first operates through psychological mechanisms such as entrepreneurial self-efficacy (ESE), which reflects an individual's belief in their ability to perform entrepreneurial tasks successfully (Dhitara & Ardiansyah, 2022). According to Social Cognitive Theory, ESE functions as a cognitive and affective filter that transforms motivational energy into actionable entrepreneurial goals, influencing how students identify opportunities, plan ventures, and manage risks. Empirical evidence demonstrates that students with higher ESE consistently exhibit stronger entrepreneurial intentions because they are more confident in mobilizing resources, overcoming uncertainty, and executing business strategies effectively (S. Hu et al., 2024)). Furthermore, multiple studies confirm that self-efficacy mediates the relationship between entrepreneurial motivation and intention, where motivation enhances ESE, which subsequently strengthens entrepreneurial intention, while the direct effect of motivation is often weaker (Pihie & Bagheri, 2013). This sequential mechanism highlights that entrepreneurial motivation initiates the desire to explore business opportunities, self-efficacy transforms this desire into a sense of capability, and entrepreneurial intention reflects the readiness to act. For educators and policymakers, these findings underscore the importance of designing entrepreneurship programs that simultaneously foster motivation and develop self-efficacy through experiential learning, mentorship, and project-based activities, thereby bridging the gap between students' aspirations and their actionable plans to become future entrepreneurs. In light of these considerations, this research proposes the following hypothesis (Figure 1):

H5: Motivation has a significantly positive relation to efficacy
H6: Motivation has a significant positive relation to entrepreneurial Intentions
H7: Motivation has a significant positive relation to Entrepreneurial Intentions with efficacy as an intervening

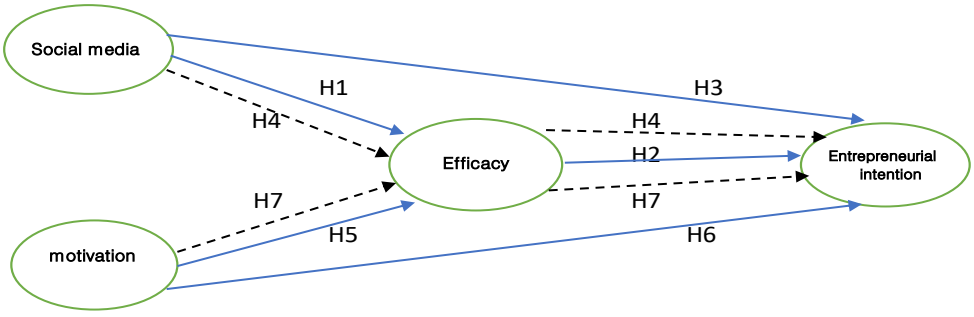


Figure 1. Hypothesis Graph

Research Method

This study adopts an explanatory research design aimed at examining causal relationships among variables through a combination of theoretical analysis and empirical field testing (Heryana et al., 2023). An explanatory approach is considered appropriate as it enables the investigation of the mechanisms by which social media engagement, entrepreneurial motivation, and self-efficacy influence entrepreneurial intention. To ensure the quality and validity of the research instrument, a preliminary pilot test was conducted with five selected respondents. The measurement items were primarily adapted from validated scales used in previous studies, thereby

reducing the risk of bias and minimizing the common method variance (CMV) issue (Acquaah & Agyapong, 2015). Additionally, procedural remedies were employed, including the use of clear instructions, randomized item presentation, and a mix of positively and negatively worded items to further mitigate CMV, in line with recommendations for PLS-SEM studies.

The unit of analysis is active undergraduate students of Universitas Muara Bungo (UMB) during the 2024/2025 academic year who have completed at least four semesters and have taken an entrepreneurship course. This criterion ensures that all respondents possess basic knowledge and exposure to entrepreneurship. The total population consists of 940 students across all faculties. The sample size was determined based on the number of structural model parameters, following (Ferdinand, 2014), who recommends 5–10 times the number of parameters in PLS-SEM modeling. With 14 parameters in the proposed model, the minimum sample size required is 14 × 8 = 112 respondents. To achieve proportional representation from all faculties, proportionate stratified random sampling was applied.

Data Analysis

Data analysis will be conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with Smart-PLS 4.0. This technique is particularly suitable for explanatory research with complex mediation models, relatively small to medium sample sizes, and non-normal data distribution (J. F. Hair et al., 2022). The evaluation process involves two stages: (1) assessment of the measurement model, including indicator reliability, internal consistency, convergent validity, and discriminant validity; and (2) assessment of the structural model, involving R^2, Q^2, effect sizes (f^2), and bootstrapping for hypothesis testing. Mediation effects will be tested using the bias-corrected bootstrapping approach recommended for PLS-SEM to confirm the indirect effects of motivation and self-efficacy on entrepreneurial intention. The operational definitions of the variables are presented in Table 1.

Table 1. Operational Definition of Variables

Research Variable	Operational Definition	Indicators	Scale
Entrepreneurial Intention (Y2)	Entrepreneurial intention is the willingness and interest to start a business, accompanied by readiness to work hard and remain committed. It reflects the focus to meet life needs without fear of potential risks.	1. Desire to become a leader 2. Personal challenges or problem-solving tendencies 3. Flexibility 4. Expected benefits	Likert
Social Media (X1)	Social media serves as a platform for users to share information—text, images, audio, or video—either with other consumers or with companies.	1. Attractive and entertaining content 2. Ease of accessing information 3. Ease of communicating information	Likert
Motivation (X2)	Motivation is the process that drives and influences a person to achieve or obtain their goals, either through positive or negative efforts.	1. Hardworking attitude 2. Perseverance (never give up) 3. Enthusiasm 4. Commitment	Likert
Self-Efficacy (Y1)	Self-efficacy refers to an individual's evaluation of their capability to perform tasks correctly or incorrectly, as well as their ability to meet required standards.	1. Magnitude (Level of Task Difficulty) 2. Strength (Level of Confidence) 3. Generality (Level of Breadth)	Likert

Source: Adapted from previous studies, 2025

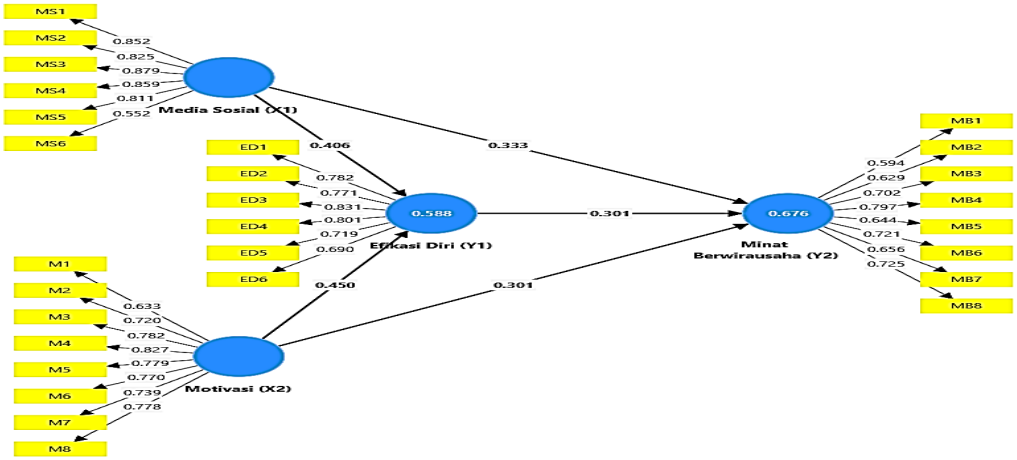
Result and Discussion

Based on the distribution of 112 questionnaires, only 105 responses were valid and could be processed. Nevertheless, the study remained feasible because the proportion of unusable questionnaires was less than 10% (Cuskley & Sulik, 2024). The majority of respondents were male, with the largest age group ranging from 18 to 25 years. Regarding the self-efficacy variable,

the generality indicator obtained the highest mean score (Very High). For the motivation variable, the perseverance indicator showed the highest mean score (Very High). In the social media variable, the ease of accessing information indicator received the highest mean score (Very High). Finally, for entrepreneurial intention, respondents on average rated the flexibility indicator as the highest (Very High).

Measurement Model Analysis (Outer Model).

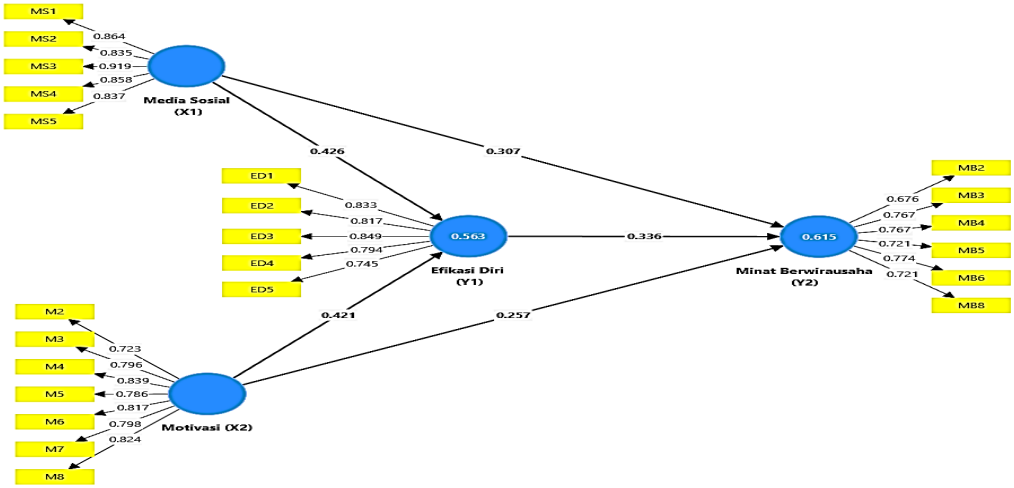
The initial stage of hypothesis testing involves the evaluation of the measurement model (outer model) to ensure that the indicators reliably measure their respective constructs. Figure 2 illustrates the outer model of this study.



Source: Processed Data, 2025

Figure 2. Graphical Output of the Outer Model Evaluation

Based on Figure 1, the results of the data analysis indicate that the factor loadings for indicators ED6, M1, MB1, MB2, MB5, MB7, and MS6 were below 0.70, and their Average Variance Extracted (AVE) values were less than 0.50. Therefore, these indicators needed to be removed from the research model (Latan & Ghozali, 2015). However, since MB1 and MB2 belong to the same construct, the researchers decided to conduct an outlier analysis using the Stem-and-Leaf Plot in SPSS version 30 (J. F. Hair et al., 2017). The analysis identified four respondents with extreme values ≤ 2.0, which were subsequently excluded from the study. After removing these outliers, only 101 questionnaires were retained for further analysis, and the measurement model was re-evaluated (see Figure 3).



Source: Processed Data, 2025

Figure 3. Graphical Output of the Modified Outer Model Evaluation

Based on Figure 2, all indicators for the four variables achieved factor loadings above the recommended threshold. Although the MB2 indicator of entrepreneurial intention recorded a loading of 0.676, this value remains acceptable as it meets the minimum loading criteria and is considered sufficient in the context of construct measurement. Furthermore, the reliability assessment using Composite Reliability (CR) and Average Variance Extracted (AVE) shows that all constructs achieved CR values greater than 0.70 and AVE values greater than 0.50, indicating that the measurement instruments are reliable and internally consistent (see Table 2).

Table 2. Results of Average Variance Extracted (AVE) and Reliability Testing

Variable	Cronbach's Alpha	Rho-A	Average Variance Extracted (AVE)	Composite Reliability
Self-Efficacy (Y1)	0.867	0.870	0.653	0.904
Social Media (X1)	0.914	0.918	0.745	0.936
Entrepreneurial Intention (Y2)	0.833	0.832	0.545	0.878
Motivation (X2)	0.905	0.906	0.637	0.925

Source: Processed Data, 2025

Based on Table 1, the values of Cronbach's Alpha, rho-A, and Average Variance Extracted (AVE) for all variables exceeded the minimum threshold of 0.50, indicating that each construct is valid and properly represents its indicators. Additionally, the Composite Reliability (CR) values for all constructs were ≥ 0.70, demonstrating that the constructs are reliable and internally consistent. These findings confirm that the measurement model satisfies the requirements of convergent validity and construct reliability, making it suitable for testing the hypothesized relationships among variables in the structural model.

Structural Model Analysis (Inner Model)

The first stage of the structural model assessment involved evaluating the R^2 values. The results show that self-efficacy and entrepreneurial intention obtained R^2 values of 0.563 and 0.615, respectively, which are categorized as moderate. This indicates that social media and motivation together explain 56.3% of the variance in self-efficacy. Furthermore, social media, motivation, and self-efficacy collectively explain 61.5% of the variance in entrepreneurial intention. Next, the study examined the path coefficients and effect size (f^2) to assess the strength of the relationships among the variables. According to (J. F. Hair et al., 2014)(J. Hair et al., 2021), an f^2 value of 0.02 indicates a small effect, 0.15 indicates a medium effect, and > 0.35 indicates a large effect. The detailed results of the path coefficient analysis and effect size are presented in Tables 3 and 4.

Table 3. Path Coefficient Results

Variable	Self-Efficacy (Y1)	Entrepreneurial Intention (Y2)
Self-Efficacy (Y1)	-	0.564
Social Media (X1)	0.709	0.278

Source: Processed Data, 2025

Table 4. Effect Size (f^2) Results

Variable	Self-Efficacy (Y1)	Entrepreneurial Intention (Y2)
Self-Efficacy (Y1)	-	0.415
Social Media (X1)	1.009	0.100

Source: Processed Data, 2025

Based on Table 2, all variables exhibit positive relationships and contribute to the improvement of both self-efficacy and entrepreneurial intention. As shown in Table 3, social media has a moderate effect on self-efficacy ($f^2 = 0.282$) and a small effect on entrepreneurial intention ($f^2 = 0.129$). Motivation demonstrates a moderate effect on self-efficacy ($f^2 = 0.275$) and a small impact on entrepreneurial intention ($f^2 = 0.091$). Meanwhile, self-efficacy itself shows a small impact on entrepreneurial intention ($f^2 = 0.128$). These results indicate that most of the effects in the model range from small to moderate.

Model Fit Assessment

The model fit evaluation was conducted using the Standardized Root Mean Square Residual (SRMR). The SRMR value of 0.084 falls within the acceptable threshold (< 0.10 for acceptable fit and < 0.08 for good fit), indicating that the model demonstrates an acceptable level of fit. The d_ULS and d_G values of 1.962 and 1.122, respectively, suggest that the discrepancy between the estimated model and the true model remains within a reasonable range. Additionally, the Chi-square value is 538.304, and the Normed Fit Index (NFI) is 0.705, which, although below the ideal threshold of > 0.90, still indicates a moderately acceptable model fit (see Table 5).

Table 5. Model Fit Test Results

Fit Index	Saturated Model	Estimated Model	Standard Threshold
SRMR	0.084	0.084	< 0.10
d_ULS	1.962	1.962	–
d_G	1.122	1.122	–
Chi-square	538.304	538.304	–
NFI	0.705	0.705	> 0.90

Source: Processed Data, 2025

Hypothesis Testing

The subsequent stage of the analysis involved performing the bootstrapping procedure to evaluate the significance of the structural relationships. The graphical representation of the bootstrapped structural model, along with the results of the hypothesis testing for the direct effects of exogenous variables on endogenous variables, as well as the simultaneous testing of indirect and total effects, are presented in Table 6.

Table 6. Bootstrapping Results (Direct Effects and Indirect Effects)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-value	P-Values
Social media → Self-Efficacy	0.426	0.433	0.084	5.072	0.000
Self-efficacy → entrepreneurial Intention	0.336	0.343	0.105	3.212	0.001
Social media → Entrepreneurial Intention	0.450	0.453	0.072	6.221	0.000
Social media → Self-Efficacy → Entrepreneurial Intention (*Indirect Effect)*	0.143	0.148	0.055	2.618	0.009
Motivation → Self-Efficacy	0.421	0.423	0.087	4.826	0.000
Motivation → Entrepreneurial Intention	0.399	0.400	0.084	4.742	0.000
Motivation → Self-Efficacy → Entrepreneurial Intention (*Indirect effect*)	0.142	0.144	0.053	2.690	0.007

Source: Processed Data, 2025

The bootstrapping resampling results (Table 5) indicate that social media has a significant positive effect on self-efficacy, with a path coefficient of 0.426, a t-statistic of 5.072 exceeding the t-table value of 1.985, and a significance p-value of 0.000 < 0.05, thus supporting H1. Similarly, self-efficacy exhibits a significant positive effect on entrepreneurial intention, with a path coefficient of 0.336, a t-statistic of 3.212 > 1.985, and a p-value of 0.001 < 0.05, thereby supporting H2. The social media variable also directly influences entrepreneurial intention, with a path coefficient of 0.450, a t-statistic of 6.221 > 1.985, and a p-value of 0.000 < 0.05, supporting H3. The motivation variable demonstrates a significant positive effect on both self-efficacy and entrepreneurial intention, with path coefficients of 0.421 and 0.399, t-statistics of 4.826 and 4.742, and significance p-values of 0.000 < 0.05 for both hypotheses, confirming support for H5 and H6. Furthermore, social media influences entrepreneurial intention through self-efficacy as an intervening variable, with a path coefficient of 0.143, a t-statistic of 2.618 exceeding the t-table value of > 1.985, and a p-value of 0.009 < 0.05, thereby supporting H4. Similarly, motivation significantly affects entrepreneurial intention through self-efficacy as an intervening variable, with a path coefficient of 0.142, a t-statistic of 2.690 > 1.985, and a p-value of 0.007, thus confirming support for H7.

The Influence of Social Media on Efficacy

The path coefficient of 0.426 (Table 5) indicates that an increase in social media usage intensity is likely to be followed by an improvement in individual self-efficacy. The t-statistic of 5.072 exceeds the t-table value of 1.985, and the p-value of 0.000 is below 0.05, confirming that the result is statistically significant. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This empirical finding aligns with recent studies, for example, (S. Hu et al., 2024) demonstrated that both content-based and social-based social media usage significantly enhances entrepreneurial self-efficacy, which in turn fosters entrepreneurial intention among vocational students in China. Similarly, (Chahal et al., 2024) confirmed the central role of self-efficacy in predicting entrepreneurial intention among university students, reinforcing the mediating importance of self-efficacy in entrepreneurial behavior.

Conversely, this finding contrasts with the study by (Dhitara & Ardiansyah, 2022), which reported that the use of social media did not have a significant positive effect on self-efficacy (p = 0.094). A similar divergence is also suggested by (Lee Chin & Lee Chee, 2024), who argued that social media may exert its effect on entrepreneurial intention primarily through alternative mediators such as outcome expectations and entrepreneurial attitudes rather than self-efficacy alone. The present research, therefore, provides robust empirical evidence that effective utilization of social media can contribute to enhancing individuals' confidence in their ability to accomplish specific tasks, commonly referred to as self-efficacy. Frequent engagement with social media—whether for social, educational, or professional purposes—offers opportunities to acquire information, gain social support, and engage in constructive self-comparison with others. Collectively, these mechanisms strengthen individuals' positive perceptions of their own capacities, underscoring the multifaceted role of social media in shaping entrepreneurial cognition.

The Influence of Self-efficacy on Entrepreneurial Intention

Based on Table 5, the results indicate that self-efficacy has a positive and significant effect on entrepreneurial intention, with a path coefficient of 0.336, a t-statistic of 3.212 exceeding the t-table value of 1.985, and a p-value of 0.001 < 0.05. Accordingly, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This suggests that Universitas Muara Bungo students with higher self-efficacy are more likely to exhibit stronger entrepreneurial intentions. This result is well-aligned with recent empirical evidence from leading studies. (Chahal et al., 2024) highlighted that self-efficacy is a pivotal determinant of entrepreneurial intention in university students, aligning with the Social Cognitive Theory perspective that higher self-belief translates to stronger entrepreneurial intention. (S. Hu et al.,

2024) also found self-efficacy subsequently fosters entrepreneurial intention. On the other hand, divergent results have also been reported. While (Dhitara & Ardiansyah, 2022) found a similar significant positive relationship between self-efficacy and entrepreneurial interest, other studies suggest that social media may influence entrepreneurial intention through alternative mediators, such as entrepreneurial outcome expectations or attitudes, rather than through self-efficacy directly (Lee Chin & Lee Chee, 2024). These inconsistencies may stem from differences in research context, sample characteristics, or cultural factors, emphasizing the need for contextualized interpretations.

Taken together, the present research provides empirical evidence that cultivating self-efficacy is central to fostering entrepreneurial interest. Access to entrepreneurial content and inspiration via social media enhances students' confidence in their ability to undertake entrepreneurial activities. Social media, therefore, serves not only as a communication tool but also as a strategic platform for developing an entrepreneurial mindset by facilitating information acquisition, social support, and constructive self-comparison. These mechanisms collectively strengthen individuals' perceived capabilities, reinforcing the multifaceted role of self-efficacy in entrepreneurial cognition.

The Influence of Social Media on Entrepreneurial Intention

Based on Table 5, the results indicate that social media has a positive and significant effect on entrepreneurial intention, with a t-statistic of 6.221 exceeding the t-table value of 1.985 and a p-value of $0.000 < 0.05$. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This finding suggests that exposure to entrepreneurial content on social media enhances the entrepreneurial interest of Universitas Muara Bungo students. This result is strongly supported by recent findings. (S. Hu et al., 2024) demonstrated that both content-based and social-based social media engagement significantly foster entrepreneurial self-efficacy, which subsequently strengthens entrepreneurial intention. Similarly, Chahal et al. (2024) highlighted that digital platforms and social exposure are critical drivers for cultivating entrepreneurial interest among university students. (J. Hu et al., 2024) further corroborated that digital engagement enhances self-efficacy, indirectly supporting the observed mediation effect in entrepreneurial contexts. These studies emphasize that access to entrepreneurial information, role models, and success stories via social media can inspire students to pursue business ventures. Consistent with this, (Dhitara & Ardiansyah, 2022; Ramdhani, 2023) also found a significant positive relationship between social media usage and entrepreneurial interest among Indonesian students.

However, some studies present differing perspectives. For example (Lee Chin & Lee Chee, 2024) argued that social media does not always directly influence entrepreneurial intention, as its impact may be mediated by factors such as entrepreneurial outcome expectations or attitudes rather than intention itself. Such discrepancies suggest that the effectiveness of social media in stimulating entrepreneurship may depend on the context, type of content consumed, and students' intrinsic motivation. Overall, this research provides empirical evidence that social media serves not only as a communication tool but also as a strategic platform for cultivating an entrepreneurial mindset. Easy access to information, inspiration, and peer networks allows students to gain social support, engage in constructive self-comparison, and strengthen their confidence in pursuing entrepreneurial activities.

The Influence of social media on Entrepreneurial Intention with efficacy as an intervening

Based on Table 5, the results indicate that social media influences entrepreneurial intention through self-efficacy as an intervening variable, with a t-statistic of 2.618 exceeding the t-table value of 1.985 and a p-value of $0.009 < 0.05$. This demonstrates a significant indirect effect, meaning that social media use enhances students' self-efficacy, which in turn strengthens their entrepreneurial intention. Accordingly, self-efficacy functions as a mediating variable in the

relationship between social media usage and entrepreneurial interest among Universitas Muara Bungo students. This result aligns with Social Cognitive Theory (Bandura, 1997), which posits that most human learning occurs within a social environment. In this context, social media serves as a social learning platform where students can observe entrepreneurial behaviors, gain knowledge, and develop confidence to start a business. Frequent interaction with entrepreneurial content, peer communities, and role models on social media contributes to the enhancement of self-efficacy, which subsequently encourages entrepreneurial engagement. These findings are strongly supported by recent studies in high-impact journals. (S. Hu et al., 2024) demonstrated that social media use—both content-based and social-based—significantly improves entrepreneurial self-efficacy, which mediates the effect on entrepreneurial intention. Similarly, (Chahal et al., 2024) highlighted that self-efficacy serves as a key cognitive bridge translating online exposure and intrinsic motivation into entrepreneurial behavior. (J. Hu et al., 2024) further corroborated that digital engagement enhances self-efficacy, indirectly supporting the observed mediation effect in entrepreneurial contexts.

However, this study contrasts with the findings of (Dhitara & Ardiansyah, 2022; Sumerta et al., 2020) which reported that social media usage did not exert a significant indirect effect on entrepreneurial interest through self-efficacy. Such inconsistencies may be attributed to differences in sample characteristics, cultural context, or the intensity and type of social media content consumed. Overall, the present research provides robust evidence that self-efficacy mediates the relationship between social media and entrepreneurial intention. This underscores the importance of fostering an online environment that not only provides information but also builds confidence, facilitates social comparison, and encourages students to believe in their entrepreneurial capabilities.

The Influence of Motivation on Efficacy

Based on Table 5, the results demonstrate that motivation has a positive and significant effect on self-efficacy, with a t-statistic of 4.826 exceeding the t-table value of 1.985 and a p-value of $0.000 < 0.05$. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This implies that the higher an individual's motivation, the greater their confidence in their abilities. Among Universitas Muara Bungo students, strong entrepreneurial motivation enhances self-efficacy, which in turn fosters readiness to engage in entrepreneurial activities. Students with strong intrinsic drive and enthusiasm tend to be more confident in starting and developing their ventures. This finding is supported by both local and international research. (Dhitara & Ardiansyah, 2022) similarly reported that entrepreneurial motivation has a significant positive impact on self-efficacy among students. At the international level, (Chahal et al., 2024) highlighted that intrinsic entrepreneurial motivation substantially predicts self-efficacy, which subsequently drives entrepreneurial intention.

Conversely, certain studies report different results. For example, (Sumerta et al., 2020) suggested that in contexts with low digital engagement, motivation alone does not significantly enhance self-efficacy due to limited environmental reinforcement. These differences indicate that motivation's effect on self-efficacy may depend on contextual factors such as access to social learning platforms, availability of role models, and the entrepreneurial ecosystem surrounding the students. Overall, these findings reinforce the theoretical perspective of Social Cognitive Theory (Bandura, 1997), which posits that personal cognitive factors, such as motivation, interact with the social environment to build self-efficacy. In practical terms, fostering strong intrinsic motivation among students can enhance their belief in their ability to initiate and sustain entrepreneurial activities, laying the foundation for higher entrepreneurial intention.

The Influence of Motivation on Entrepreneurial Intention

Based on Table 5, the results indicate that motivation exerts a positive and significant effect on entrepreneurial intention, with a t-statistic of 4.742 exceeding the t-table value of 1.985 and a

p-value of 0.000 < 0.05. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This implies that high intrinsic motivation directly enhances Universitas Muara Bungo students' willingness to engage in entrepreneurial activities. This result is supported by recent findings. (Sumerta et al., 2020) and Wardani et al. (2023) found that motivation has a significant positive effect on entrepreneurial interest among students, reinforcing that intrinsic drive and personal ambition are crucial for nurturing entrepreneurial behavior. On the international level, (Chahal et al., 2024) emphasized that motivational factors play a direct role in shaping entrepreneurial intentions, particularly when students are exposed to supportive learning environments and digital resources.

In contrast, (Dhitara & Ardiansyah, 2022) reported that motivation did not significantly affect entrepreneurial intention, suggesting that contextual or cultural differences might influence the strength of this relationship. For example, when external support systems and exposure to entrepreneurial role models are limited, intrinsic motivation alone may be insufficient to stimulate entrepreneurial engagement. Overall, the present research provides empirical evidence that strong motivation can drive Universitas Muara Bungo students to actively pursue business opportunities, overcome entrepreneurial challenges, and commit to venture creation. This finding aligns with Social Cognitive Theory (Bandura, 1997), which highlights the critical role of personal motivation in translating knowledge and environmental stimuli into intentional entrepreneurial action.

The Influence of Motivation on Entrepreneurial Intention with efficacy as an intervening

Based on Table 6, the results demonstrate that motivation influences entrepreneurial intention through self-efficacy as an intervening variable, with a t-statistic of 2.690 exceeding the t-table value of 1.985 and a p-value of 0.007 < 0.05. This indicates that self-efficacy mediates the relationship between motivation and entrepreneurial intention among Universitas Muara Bungo students. In other words, higher entrepreneurial motivation enhances students' confidence in their abilities, which in turn strengthens their intention to engage in entrepreneurial activities. This result is consistent with the findings of (Agustin & Trisnawati, 2021; Dhitara & Ardiansyah, 2022), which confirms that entrepreneurial motivation exerts an indirect and significant positive effect on entrepreneurial intention through self-efficacy. Likewise, (Chahal et al., 2024) underlined that intrinsic motivation is a critical antecedent of self-efficacy, which subsequently translates into higher entrepreneurial engagement. These results align with Social Cognitive Theory (Bandura, 1986), which asserts that personal factors such as motivation interact with cognitive mechanisms like self-efficacy to influence behavior. In practice, students with strong intrinsic motivation are more likely to develop confidence in their ability to start and manage a business, which reinforces their entrepreneurial intention.

Conclusion

This study demonstrates that social media and intrinsic motivation significantly influence entrepreneurial intention among university students, both directly and indirectly through self-efficacy as a full mediator. Social media serves as an external source of knowledge, inspiration, and role models, while motivation provides the internal drive that fosters confidence and readiness to engage in entrepreneurial activities. Students with higher self-efficacy, shaped by social media exposure and strong motivation, are more inclined to develop entrepreneurial interest and intention. These findings underscore the importance of integrating digital engagement and motivational development in entrepreneurship education to cultivate future entrepreneurs. Hopefully that universities such as the University of Muara Bungo will enhance the efficacy of developing programs and utilize social media as a tool for learning and motivation. This approach can help increase students' interest in entrepreneurship to create jobs and contribute to economic growth in Bungo Regency. Future research could extend this work by employing longitudinal designs, exploring diverse student populations, examining moderating factors such as gender or prior entrepreneurial experience, and investigating whether increased entrepreneurial intention

translates into actual entrepreneurial behaviour. Such efforts will enrich the understanding of how external and internal factors interact to shape entrepreneurship in the digital era and provide actionable insights for universities and policymakers.

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