THE INFLUENCE OF INSTAGRAM SOCIAL MEDIA USE, ENTREPRENEURSHIP LEARNING, AND LOCUS OF CONTROL ON INTEREST IN ONLINE ENTREPRENEURSHIP WITH SELF EFFICACY AS A MEDIATION VARIABLE

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ABSTRACT

This research aims to determine the influence of the use of social media Instagram, entrepreneurial learning, and locus of control on interest in online entrepreneurship with self-efficacy as a mediating variable in students at the business economics faculty in Medan City, Stambuk University in 2018, 2019, and 2020. SmartPLS is used to test the relationship between constructs. The entire population used in this research was 200 respondents from the Faculty of Business Economics in Medan Stambuk City in 2018, 2019, and 2020 who had taken entrepreneurship courses. The results of the research show that the use of social media Instagram has no significant effect on self-efficacy and interest in online entrepreneurship, entrepreneurship learning has a significant effect on self-efficacy, entrepreneurship learning has no significant effect on interest in online entrepreneurship, locus of control has no significant effect on self-efficacy and interest in online entrepreneurship, Self-efficacy has a positive effect on interest in online entrepreneurship. The use of social media Instagram does not have a significant effect on interest in online entrepreneurship through self-efficacy. Entrepreneurship learning does not have a significant effect on interest in online entrepreneurship through self-efficacy. Self-efficacy has a significant effect on interest in online entrepreneurship through self-efficacy.

Keywords: *Use of Instagram Social Media, Entrepreneurship Learning, Locus of Control, Self Efficacy, Interest in Online Entrepreneurship*

1.   INTRODUCTION

The three main problems in economic development are unemployment, poverty, and inequality. Unemployment is a big problem for the Indonesian economy. The number of graduates and the workforce is not proportional to the number of jobs, making the number of unemployed in Indonesia always increase.

This fact forces students to acquire knowledge to create businesses. The knowledge in question is entrepreneurship. With this knowledge of entrepreneurship, it is hoped that it can change the mindset of students to not only look for work but try to create jobs for other people. There are many challenges in finding work for college graduates, the number of jobs offered is not commensurate with the number of graduates available.

Efforts that must be made are to increase interest in entrepreneurship so that we no longer depend on the number of job opportunities. With an interest in entrepreneurship, it is hoped that students will not immediately get a job but will try to create jobs so that students can become entrepreneurs. If many college graduates become entrepreneurs, new jobs will be created so that,

apart from reducing the unemployment rate, college graduates can also reduce the national unemployment rate.

There are many obstacles in growing students' interest in entrepreneurship. On the one hand, there are still many students who are more interested in becoming Civil Servants (PNS) and company employees than creating jobs.

Apart from that, the lack of student interest in entrepreneurship can be seen from business incubation programs and business practices where students only take courses for the sake of mandatory courses and to get grades from these courses, not because they are curious about learning about entrepreneurship. It is a shame that this program, which is intended to facilitate students' creativity in the field of entrepreneurship, has not been utilized optimally.

With the increasing unemployment rate, universities are institutions that are expected to help students become potential entrepreneurs. This is because by instilling an interest in online entrepreneurship through entrepreneurship courses in students, it is hoped that it can encourage students to be more interested in entrepreneurship and be able to produce a product or business idea that can be created and marketed.

The difference between this research and previous research is that there is the addition of several variables such as locus of control and self-efficacy. The addition of several of these variables is expected to influence students' interest in online entrepreneurship. With this research, it is hoped that students will be able to increase their interest in entrepreneurship online, which is supported by entrepreneurship learning from campus and locus of control and self-efficacy. For this reason, researchers are interested in studying the influence of the use of social media, Instagram, entrepreneurial learning and locus of control on interest in online entrepreneurship with self-efficacy as a mediating variable.

2.   THEORETICAL FRAMEWORK AND EMPIRICAL STUDIES
2.1   Interest in Online Entrepreneurship

Interest in online entrepreneurship is a person's tendency to be interested in creating a business and then organizing, managing, bearing the risks and developing the business they create (Subandono, 2007).

Interest in online entrepreneurship is a desire and availability to work hard in order to fulfill one's life needs without feeling afraid of risks or failure that will occur (Santoso, 2009). Regarding the theoretical explanation above, it can be concluded that entrepreneurial intention is the interest and willingness to work hard or have great determination to try to meet life's needs without fear of the risks faced, always learning from past mistakes and developing a successful business.

2.2   Use of Social Media Instagram

Use of social media Instagram is a group of internet-based applications that are built on ideological and technological foundations and enable the creation and exchange of user-generated content (Kaplan & Haenlein, 2010). Social networks are a way to change people by finding and distributing information to others (Hermawan, 2009). Instagram is a social media that has many business opportunities for its users. Can be used as a marketing communications medium, by sharing photos of sellers' products, and having many Instagram followers makes it easier for consumers to see the products being sold and can immediately comment under interesting images (Bahtar & Muda, 2016).

2.3   Entrepreneurship Education

Entrepreneurship education is a type of education that aims to help students develop positive attitudes, innovative skills for independence, rather than relying on the government for jobs (Henry et al., 2005). According to (Nurbaya & Moerdiyanto, 2012: 10), Entrepreneurship is defined as the science, art, behavior, nature, personality and personality of someone who creatively brings innovative ideas into the real world. Think of something new (creative) and act to add value by doing something new (innovative) so that we can compete for the benefit of individuals and society.

According to Danuhadimedjo (2010) entrepreneurial learning is part of developing values, skills and behavior in terms of creation and innovation to form entrepreneurship. Entrepreneurship learning is an educational effort that aims to instill knowledge, values, enthusiasm and entrepreneurial attitudes in students and prepare them to become independent and creative individuals. Apart from that, it also aims to create new, reliable and good character entrepreneurs to improve community welfare(Prio, 2017). According to Suherman (2010) Entrepreneurship learning is the process of forming student entrepreneurship so that they can become creative, innovative and productive individuals.
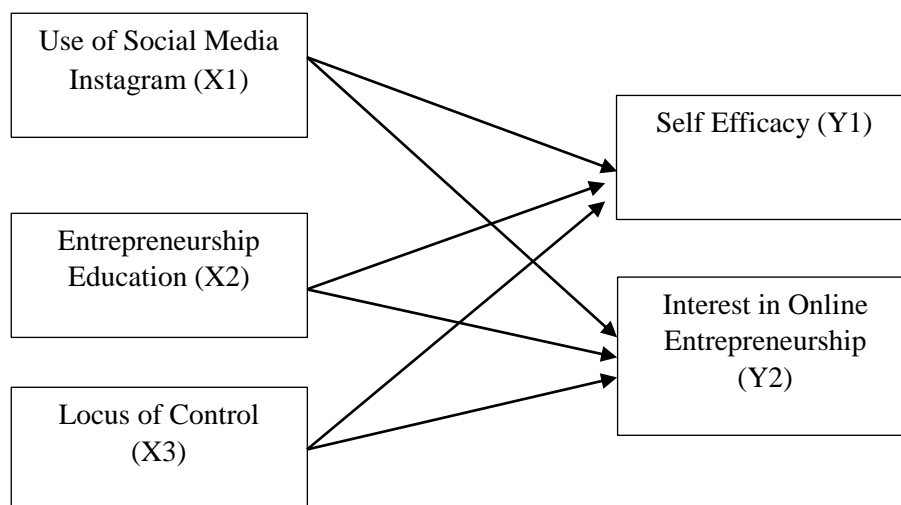
2.4   Locus of Control

Locus of control consists of two factors, internal and external. Internal factors are when an individual believes that what has happened is still within their control, the individual still plays a role and is responsible for all decisions made, on the other hand, external factors, occur when an individual believes that the events they experience in life are beyond their control they(Hermawan et al., 2016). Individuals with an internal locus of control have the perception that the environment can be controlled by themselves so they can make changes according to their wishes. Meanwhile, people who have an external locus of control believe that everything that happens in their life is influenced by forces outside themselves(Tentama & Abdussalam, 2020).

2.5   Self Efficacy

About his ability to carry out a task or carry out an action necessary to achieve a certain result. It can also be said that self-efficacy is a person's belief that he is able to do a certain task well. The greater the self-efficacy, the greater the interest in carrying out the activity. Self-efficacy was developed by Albert Bandura as part of a larger theory, social cognitive theory. Social cognition theory originates from social learning theory. According to sociological theory, if people are motivated to learn certain behaviors, they will learn through observation and certain behaviors. Humans should adapt to favorable environmental factors while trying to correct unfavorable factors(Bandura, 1997).

The higher entrepreneurial self-efficacy is associated with higher confidence in preparing new entrepreneurs, which includes higher self-confidence in carrying out entrepreneurial tasks. (Ip et al., 2017). These conditions indicate that this concept is of great concern in entrepreneurship research. In the context of social entrepreneurship, self-efficacy means a person's personal confidence to contribute to social problems Ip *et al*, 2017).

2.6   Research Hypothesis

Figure 1 Research Model

Figure 1 is a visualization of the framework for researching the influence of the use of social media: Instagram, entrepreneurial learning, locus of control on interest in online entrepreneurship with self-efficacy as a mediating variable.

H1: The use of Instagram social media has a positive and significant effect on self-efficacy

H2: The use of Instagram social media has a positive and significant effect on interest in online entrepreneurship

H3: Entrepreneurial learning has a positive and significant effect on self-efficacy

H4: Entrepreneurial learning has a positive influence on interest in online entrepreneurship

H5: Locus of control has a positive and significant influence on self-efficacy

H6: Locus of control has a positive influence on interest in online entrepreneurship

H7: Self-efficacy has a positive influence on interest in online entrepreneurship

H8: Self-efficacy mediates entrepreneurial learning on interest in online entrepreneurship

H9: *Self   efficacy* mediates   penggunaan   media   sosial   instagram   terhadap   minat berwirausaha *online*

H10: Self-efficacy mediates locus of control on interest in online entrepreneurship

3.   Research Methods

This type of research is causal comparative. This type of research was chosen because the variables studied include the use of social media Instagram, entrepreneurial learning and locus of control as independent variables, interest in online entrepreneurship as the dependent

variable, and self-efficacy as a mediating variable. Research was conducted on students from the Faculty of Business Economics in Medan City.

Sampling refers to the Lemeshow approach, which determines an unknown or unlimited population. The sample size is calculated using the following formula (n = (Z1-α/2P(1- P))∕d2) (Ogston, 1991). And determined based on the formula above for 100 respondents. Structural Equation Modeling (SEM) and the Partial Least Squares (PLS) method were used to examine this research. There are two basic models evaluations in this test, namely the outer model and the inner model.

Below, we can present the path model used based on the variables contained in this research, as follows:

Direct Effect

$Y_1 = a + PY_1X_1 + PY_1X_2 + PY_1X_3 + e$…........(1) Sub Structure Equations r I
$Y_2 = a + PY_2X_1 + PY_2X_2 + PY_2X_3 + PY_2Y_1 + e$......... (2) Sub Structure Equations II
Indirect Effect
$PY_1X_1 \times PY_2Y_1$....... (3)
$PY_1X_2 \times PY_2Y_1$....... (4)
$PY_1X_3 \times PY_2Y_1$.......(5)

Information:
Y_2 = Interest in Online Entrepreneurship
Y_1 = *Self efficacy*
X_1 = Use Social Media Instagram
X_2 = Entrepreneurship Education
X_3 = *Locus of control*
a   = Constanta
b_1, b_2 = Coeficient Regresi
e   = *Standard error*

4.   Data Analysist and Discussion

4.1   Research Model Analysis Using PLS Method

Structural Equation Modeling (SEM) and the Partial Least Squares (PLS) method were used to examine this study. There are two basic model evaluations in this test, the outer model and the inner model.

4.2   Outer Model Evaluation Results

The latent variables in this research, which consist of the use of social media Instagram (X1), entrepreneurial learning (X2), Locus of Control (X3), Self-efficacy (Y1) and interest in online entrepreneurship (Y2), are a measurement model with reflective indicators. Convergent and discriminant validity, as well as composite reliability were analyzed to evaluate the reflective indicators in this research model.

4.3   Convergent Validity

        Based on the results of convergent validity testing using PLS, all latent variable indicators of use of social media Instagram, entrepreneurial learning, locus of control, self-efficacy and interest in online entrepreneurship have outer loading values greater than 0.5, which means they are all valid indicators for determining their respective values. -each variable.

4.4   Discriminant Validity

        Cross loading evaluation of the measurement model is used to determine whether the construct has strong discriminant validity. When each indicator is cross-loaded to the relevant variable, which has the highest value when aligned with the cross-loading.

        The value of other latent variables in this research, discriminant validity is said to be valid. Based on data analysis carried out using PLS, it can be concluded that the three instruments used in this research have achieved discriminant validity because the cross loading correlation score for each indicator on the related variable has the highest score when compared with the cross loading. other latent variables. Examining the average variance recovered for each concept in the model is another technique for assessing the discriminant validity of the model. If the AVE value is greater than 0.50 then the discriminant validity of the model is satisfactory.

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Table 1 AVE Value

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		Composite Reability (rho-a)	Average Variance Extracted (AVE)
X1	Penggunaan media social instagram		0,616
X2	Pembelajaran kewirausahaan		0,653
X3	Locus of control		0,563
Y1	Self Efficacy		0,766
Y2	Minat Berwirausaha Online		0,621

Source: Processed Data (2023)

According to Table 1 , the AVE value of each research instrument has been above 0.50, hence a conclusion can be drawn that the instrument in this study has matched the criteria of adequate discriminant validity.

4.5   Composite Realiability

        By examining the composite reliability value, researchers can assess the instrument reliability of the measurement model with reflected indicators. If the composite reliability number is at least 0.70, it is considered to be good. The results of the instruments' reliability are shown in Table 2

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Table 2 Composite Realiability

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	Composite Reability (rho-a)
Penggunaan media social instagram	0,841
Pembelajaran kewirausahaan	0,825
Locus of Control	0,768
Self Efficacy	0,900
Minat Berwirausaha Online	0,805

Source: Processed Data (2023)

Table 7 shows that the composite reliability value for financial literacy, entrepreneurial orientation and risk perception constructs has a value of greater than 0.7. Hence, each instrument in this research has good reliability.

4.6   Structural Model Evaluation Results (Inner Model)

Based on the substantive theory of research, the inner model is a structural model that describes the link between latent variables (Solimun, et al., 2017). In PLS, before interpreting the results of hypothesis testing, the model must be ensured to have a good Godness of Fit. By computing the Q-Square value, godness of Fit model is measured. The formula for Q-Square is: $Q2 = 1 – [(1-R1\ 2\ )\ (1-R2\ 2\ )]$. This formula requires an R-Square value to be inputted, which has a function to find out how much the contribution of the X variable to the Y variable. From the R-Square value researchers can see how the exogenous variable affects the endogenous variable. The R-Square value can be grouped into strong category, moderate category and weak category. The score of R-Square from 0.75 to 1 is classified in the strong category, the R-Square value from 0.5 and above is in the moderate category and the R-Square value of 0.25 is included in the weak classification (Hair et al., 2011)
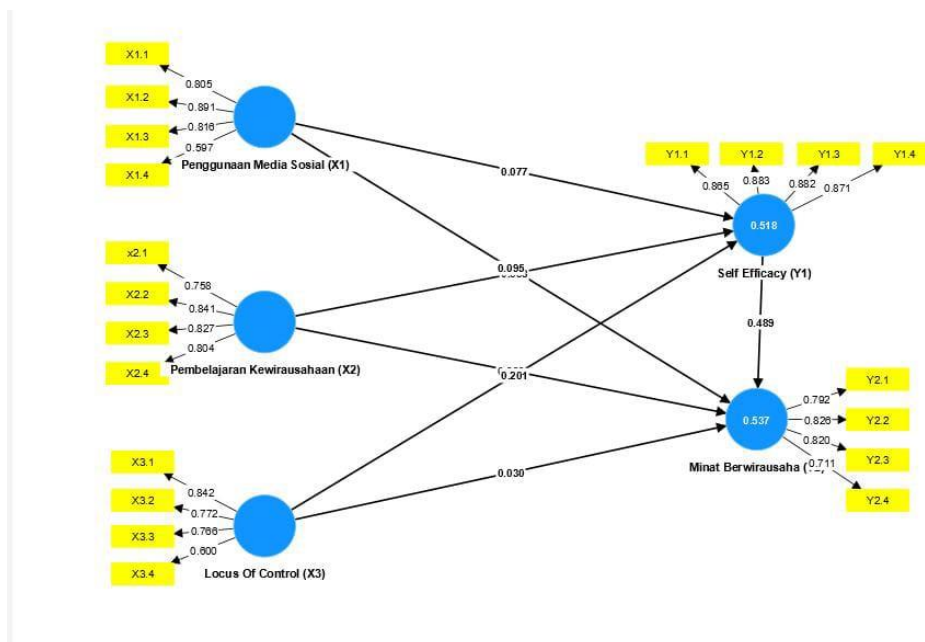
Table 3 R-Square

	R-Square	R-Square Adjusted
Minat Berwirausaha Online (Y2)	0,537	0,517
Self Efficacy (Y1)	0,518	0,503

Source: Processed Data (2023)

R-Square of the path I model = 0.537. This means that the ability of variables X1, X2 and X3 to describe Y2 is 53.7% (Medium)

R-Square of path II model = 0.518. This means that the ability of X1, X2, X3 through Y2 in explaining Y1 is 51.8% (Medium)

Figure 1 Final Research Model

4.7   Hypothesis Testing Results

Probability values are seen to test the hypothesis. To reject or accept the hypothesis, using an alpha value of 5%, then H0 is rejected if the p-values <0.05

Table 4 Direct Effect Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-statistik (IO/STDEV)	P values
X1 > Y1	0,077	0,074	0,096	0,803	0,422
X1>Y2	0,095	0,100	0,089	1,068	0,285
X2 > Y1	0,558	0,550	0,084	6,623	0,000
X2>Y2	0,223	0,224	0,127	1,175	0,079
X3>Y1	0,201	0,219	0,106	1,891	0,059
X3>Y2	0,030	0,024	0,092	0,321	0,748
Y1>Y2	0,489	0,492	0,126	3,868	0.000

Source: Processed Data (2023)

Based on Table 4 above, the p-value of using social media Instagram on self-efficacy is 0.422, where 0.422 > 0.05, meaning there is no significant influence. The reason this research is not in line with existing theory is because of the purpose and benefits of using social media, when using social media outside of academic activities the results tend to be negative. High social media use can lead to low academic performance, lack of engagement and reduced retention of information (Frein et al, 2013).

The p-value of using Instagram social media on interest in online entrepreneurship is 0.285, where 0.285 > 0.05, meaning there is no significant influence. Students using social media do not have the main goal of entrepreneurship. Based on the data, it was found that Instagram was used to search for information by 84% (such as fashion, food, gossip or news), and Instagram as a lifestyle need by 16%. This is in accordance with the results of previous research that the majority of social media is used to build relationships, friendships or have fun and show off. So you haven't used Instagram as a medium for buying and selling online.

The p-value of entrepreneurial learning on self-efficacy is 0.000, where 0.000 < 0.5, meaning there is a positive and significant influence. The findings in this research support research conducted by (Agusmiati & Wahyudin, 2018; Mugiyatun, 2020) that entrepreneurial learning has a positive and significant relationship with self-efficacy. Entrepreneurial self-efficacy is important to influence entrepreneurial learning outcomes. It is positively related to students' beliefs, abilities and attitudes in contexts that can be characterized as complex, dynamic and inherently uncertain. It is suggested that the concept of entrepreneurial self-efficacy, derived from social learning theory, plays an important role in the development of entrepreneurial intentions and actions.

The p-value of entrepreneurial learning on interest in online entrepreneurship is 0.079 > 0.5, meaning there is no significant influence. The research analyzed that the reason the research results were not in line with the initial hypothesis and theoretical study was because when they already had a business, entrepreneurship learning was no longer at the education, training and mentoring stage which aimed to foster interest in entrepreneurship or a sense of interest in entrepreneurship. Of course, when you have a business you are clearly interested in the world of entrepreneurship and the stages you go through are also different, namely how you can see the opportunities that exist around you.

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The p-value of locus of control on self-efficacy is 0.059, where 0.059 > 0.05, meaning there is no significant influence. It can be seen in the results of the descriptive analysis of respondents, it is stated that the majority of parents with incomes above IDR 5,000,000 are 80% who are categorized as well-established families. Apart from that, if you look at the results of respondents' answers regarding the locus of control variable, the tendency is towards external locus of control. Individuals with a high external locus of control simply surrender to what they face without making any effort to make changes or improvements. The individual will prefer the behavior of adapting to the environment in order to survive in the situation.

The p-value of locus of control on interest in online entrepreneurship is 0.748, where 0.748 > 0.5, meaning there is no significant influence. If you look at the results of respondents' answers regarding the locus of control variable, the tendency is towards external locus of control. Individuals with an external locus of control tend not to have strong confidence in their ability to complete tasks. Meanwhile, to foster interest in entrepreneurship, a high internal locus of control is needed, because he believes that by entrepreneurship he will be able to improve the economy.

The p-value of self-efficacy for interest in online entrepreneurship is 0.00, where 0.00 > 0.5, meaning there is a significant influence. The findings in this study support research conducted by Dorthy et.al (2019) stating that there is a relationship between self-efficacy and interest in entrepreneurship. If an individual has confidence in their ability to complete a task, it will create an interest in starting a business. The challenges in carrying out tasks in entrepreneurship will certainly be very diverse, but with high self-efficacy a person will have more confidence in their ability to complete these tasks.

Table 5 Indirect Effect Tes Results

	Original Sample (O)	Sample Mean (M)	Standard Deviasi (STDEV)	T statistic	P value
X1 > Y1 > Y2	0,038	0,039	0,052	0,734	0,463
X2 > Y1 > Y2	0,273	0,270	0,080	3,391	0,001
X3 > Y1 > Y2	0,098	0,105	0,057	1,725	0,085

Source: Processed Data (2023)

The p-value of the variable using Instagram social media on interest in online entrepreneurship through self-efficacy is 0.463, where 0.463 > 0.5. This means that self-efficacy does not have a significant mediating role in the use of social media Instagram on interest in online entrepreneurship. The p-value of the entrepreneurial learning variable on interest in online entrepreneurship through self-efficacy is 0.001, where 0.001 < 0.5. Based on the values found, self-efficacy has a positive and significant mediating role in entrepreneurial learning and interest in online entrepreneurship. The p-value of the locus of control variable on interest in online entrepreneurship through self-efficacy is 0.085, where 0.085 > 0.5. This means that self-efficacy does not have a significant mediating role in locus of control regarding interest in online entrepreneurship.

5.   CONCLUSION, SUGGESTION, AND LIMITATION

This study shows that entrepreneurial learning has a positive and significant effect on self-efficacy, which means that students at the business economics faculty in Medan City have high confidence, which can be seen from the impact of entrepreneurial learning that has been applied to these students.

This study shows that entrepreneurial learning has a positive and significant effect on self-efficacy, which means that students at the business economics faculty in Medan City have high confidence, which can be seen from the impact of entrepreneurial learning that has been applied to these students. Other results confirm that the highest level of self-confidence in students makes them confident in doing business and does not easily give up when failures occur.

The limitation of this research is the limited number of respondents in the local area, which may limit the generalization of the findings to other areas that have different respondent characteristics. In addition, the data in this study was only collected at one time, resulting in a lack of depth in the research. Future research can develop qualitative research methods or conduct longitudinal research

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