



## Analysis of the Impact of Social Media in Entrepreneurship Learning and its Implications for Social Dynamics and Community Economic Empowerment

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Article Info	Abstract
<b>Article History</b> Received: November, 2024 Revised: May, 2025 Published: June, 2025  <b>Keywords:</b> Social Media, Entrepreneurship Learning, Learning  Doi: <a href="http://dx.doi.org/10.23960/E3J/v8.i1.24-29">http://dx.doi.org/10.23960/E3J/v8.i1.24-29</a>	Entrepreneurship learning has become an important focus in modern education, especially in the context of globalization studies and rapid technological developments. The purpose of this study is to examine the influence of social media on entrepreneurship learning and will examine its implications for social dynamics and economic empowerment in society. The study uses a systematic literature review method using the Scopus indexing engine as a data source. The results obtained from this study found that the development of social media supports entrepreneurship learning by increasing student engagement and helping small entrepreneurs develop entrepreneurial patterns through direct experience. However, many forms of companies still face uncertainty in utilizing social media effectively. In order to occur optimally, social media must be integrated into a larger system to support learning and development of digital skills in people's lives. This study has limitations, namely only using the Scopus database as the only data source, therefore further research can examine using more indexing engines.

### INTRODUCTION

Social media platforms that have many users from various circles experience growth every year (Yadewani et al., 2020). This reality is in line with the number of internet users in Indonesia based on the report of the Indonesian Internet Service Providers Association (APJII) in 2024, the number of people connected to the Internet is around 221,563,479 people from a total population of 278,696,200 Indonesians in 2023. The high number of internet and social media users is not only directed at entertainment such as listening to music, infotainment, online games or sports but is also used as part of digital marketing (Yulia, 2018). The form of digital marketing using social media is needed in providing access to promotion and distribution of goods or services that are bought and sold by the public (Achmad, et. al. 2020). Business owners who are referred to in this study as entrepreneurs can use social media as a means to brand their types of products and services so that they are widely known by the public without limits. Entrepreneurs are people who have creative and innovative thinking and are able to realize it to improve the welfare of themselves, society and their social environment (Rambat, 2008).

Entrepreneurial behavior in utilizing social media reflects that every change and social dynamics in society must be accompanied by technological advances. This concept arises because society, both as individuals and groups, moves dynamically and is not static. In the process of utilizing internet access on social networks by the community, it has not been maximized, especially in the use of social media to contribute to Small and Medium Enterprises (SMEs) that are run, the reason is based on the APJII report in 2024 around 38.3% of the population in Indonesia has not used internet access in developing the business being run, even though the devices and methods in using the internet that are first accessed by the community based on APJII research, someone will access social media first then to other

platforms such as chat applications, online games, browsing information, and video streaming. This number is at least done by 73.20% of internet users in Indonesia.

The social reality in these conditions shows a gap between the potential use of social media and its actualization for the utilization of more productive economic activities, especially in creating a digital ecosystem for community empowerment and entrepreneurship learning. Apart from that, the entrepreneurship curriculum in vocational schools and universities in Indonesia according to Ni'mah Afif (2024) is still theoretical so that it does not provide practical experience, this condition results in students not getting the skills and knowledge to become entrepreneurs after graduating. This creates a broad discussion space about how social media not only functions as a means of communication, but also as an instrument of economic empowerment and social transformation, especially when implemented in the entrepreneurship curriculum.

So far, there have not been many systematic studies that integrate the use of social media, entrepreneurship learning, and their impact on social change and community economic empowerment. So that existing research tends to be separate, focused on only one aspect, or using a case study approach limited to the subject of schools or universities.

Therefore, a comprehensive and structured study is needed that is able to synthesize the findings from various previous studies. To fill the gaps presented, the study used the Systematic Literature Review (SLR) approach as a method that allows researchers to identify patterns, trends, limitations, and gaps in previous research objectively and transparently. This SLR method is also more preferred because it is relevant in compiling a strong conceptual framework and expanding theoretical perspectives, and providing policy recommendations or practices for more effective and contextual social media-based entrepreneurship learning.

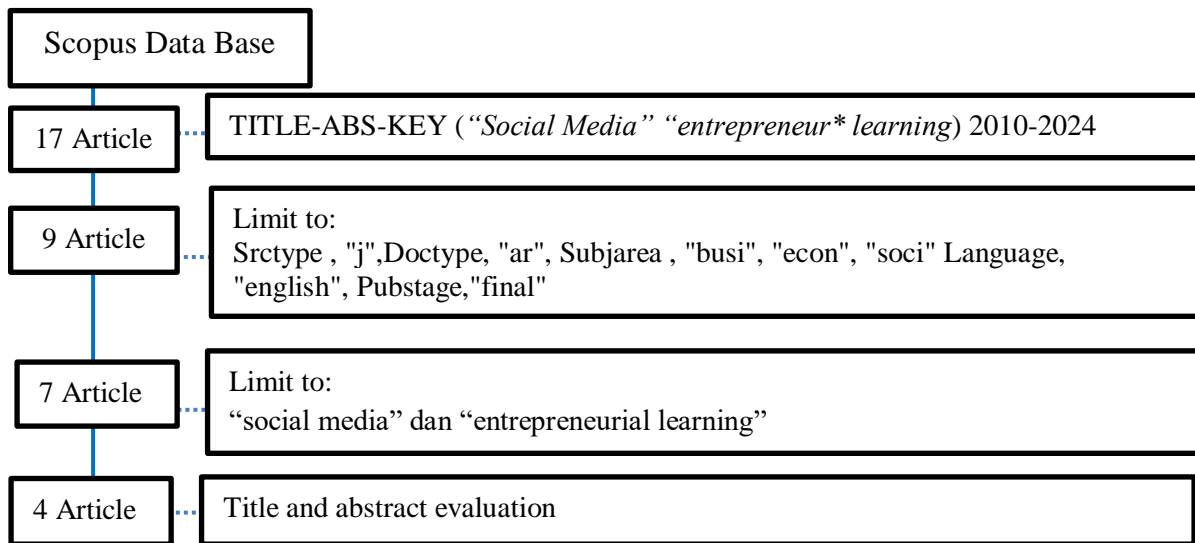
## **METHODS**

The method used in this study is Systematic Literature Reviews (SLR) (Singh, 2017). This process involves the following sequential steps:

1. Formulating the research question;
2. Collecting materials: identifying relevant sources and units of analysis;
3. Descriptive analysis: evaluating the material collected;
4. Selecting categories: identifying categories and scope of research;
5. Material evaluation: assessing the predetermined categories and dimensions to derive research findings; And
6. Report of findings.

Materials were collected from the Scopus database. Scopus was chosen because it is one of the largest published indexers in the world, the Scopus indexing engine was chosen. The database also covers almost all articles that have been published in international journals in the world (Busro et al., 2021). In Scopus, the search was conducted for "Title, keywords and abstract" with a date range of "published from 2010 to 2024". The search was conducted on September 27, 2024. The keywords considered were "social media" "entrepreneur\* learning", the source type selected was journal, and the document type selected was article.

In the next data filtering process in the Scopus database, a total of 9 articles were found by selecting the categories "Business, Management and Accounting", "Economics, Econometrics and Finance", "Social Sciences". Based on the consideration of the relevance of keywords to the author's topic, the author restricted the keywords "social media" and "entrepreneurial learning" resulting in 7 filtered articles. Further searches were then conducted on the title and abstract of each article to find those that were truly relevant to the author's topic. In the end, only 4 articles were found for further analysis. The process of identifying relevant articles is illustrated in Figure 1.



**Figure 1.** The process of identifying relevant articles

## RESULTS AND DISCUSSION

### A. Result

No	Author/ Year	Title	Result
1	Wu, T., Tien, K.-Y/ 2024.	An Empirical Study on the Effectiveness of E-commerce Entrepreneurial Learning: The Mediating Effect of Social Media Flow Experience	Perceived behavioral control, flow experiences, and attitudes influence entrepreneurial intentions, with social media as a mediator that strengthens the relationship.
2	Shah, S.H., Malik, F. / 2022	Role of social media digital platforms in empowering and establishing digital enterprises for women	Digital platforms such as social networking sites enable more entrepreneurs.
3	Lagrosen, S., Josefsson, P/ 2011	Social media marketing as an entrepreneurial learning process	Social media is seen as a tool for learning and gaining market insights through customer feedback.
4	Jim, V.H.C., Chow, J.M.L., Ward, D.F.B./2024	Unleashing entrepreneurial potential: venture creation and self-directed experiential learning on social media amongst secondary school-aged business owners	Social media can aid business creation and informal learning.

### B. Discussion

Social media is becoming an important tool in entrepreneurship learning, especially in higher education, by enabling students to engage actively and reflectively in various entrepreneurial tasks. With the support of digital technology further enriching contextual learning and digital skills (Bakeman

& Hanson, 2012; Gikas & Grant, 2013; Sussan & Acs, 2017; Tseng et al., 2022), so that social media provides an online environment that supports the potential for future entrepreneurship (Wu, T., & Tien, K. Y. 2024). In addition to functioning as a learning platform, the role and presence of social media can also offer marketing benefits, helping business actors in the process of reaching a wider audience at a lower cost compared to traditional marketing methods or what is known as conventional marketing. (Istiqomah, 2023). In this context, social media is not only used as a promotional tool but also as a medium to strengthen entrepreneurial skills and mindsets (Rahma & Setyaedhi, 2023).

The experience gained through social media can deepen the understanding of entrepreneurship, especially facilitating the development of practical and strategic skills (Wing Yan Man, 2006). In addition, social media also plays a role in mediating the relationship between entrepreneurial intention and behavior, helping students to focus more on learning tasks and creating an environment more conducive to effective learning (Maritz et al., 2015; Neck et al., 2014; Pittaway & Cope, 2007). In other words, social media has the potential to connect entrepreneurial intentions with action, through more in-depth, organized and purposeful learning.

However, to optimally utilize social media in entrepreneurship education, educational institutions need to integrate it within the larger learning system (Aminah et al., 2024). The use of social media in this discussion can be used as a means to obtain entrepreneurial knowledge and skills no longer limited to the classroom or in formal lecture meetings. The reason is because along with the development of technology, every student must also access online courses and online learning resources as a new form of digital-based entrepreneurship education. For example, the existence of online courses which are part of e-learning so that the learning process can take place flexibly without direct face-to-face meetings, simply with adequate devices and internet connections. Therefore, the role of social media in the context not only functions as a communication and promotion tool, but also as an informal learning space that supports the formation of entrepreneurial attitudes and skills.

The results of the Systematic Literature Review (SLR) study also show that social media has a strategic role as a mediator in the formation of intentions in entrepreneurship. One study states that perceived behavioral control, flow experience, and entrepreneurial attitudes can influence entrepreneurial intentions in learning and social media strengthens this relationship through content stimulation, support communities, and access to digital user figures. This explanation shows that the experience of using social media positively can increase individual self-confidence in pioneering a business to be developed.

In addition, the presence of digital platforms such as social networking sites expands opportunities for involvement in entrepreneurship, not only because of the wide market reach, but also the ease of building a business identity and online reputation. Social media allows its users to learn from the market directly, through interactions with customers, product responses, and ongoing trends, making it a feedback-based learning tool.

Further explanation of social media contributes to the creation of new micro-businesses through an informal learning approach, where users learn through practice, observation, and collaboration with online communities. This learning process can strengthen the theory that social media is not only a means of information, but also a platform for social and economic transformation, because it connects individuals with resources, ideas, and networks that were previously difficult to reach through conventional education.

Thus, the pattern of social media integration in entrepreneurship education, both through online courses and digital community-based activities, shows that this approach is not only pedagogically relevant, but also socially and economically effective in forming entrepreneurs who are adaptive, independent, and responsive to changing times.

Overall, social media offers great opportunities in the development of entrepreneurship learning, whether through interaction, contextual learning or digital skills development. While there are challenges in utilizing it effectively, with the right approach, social media can be a key element in a successful entrepreneurial learning strategy, helping students and entrepreneurs develop relevant skills to adapt to the digital economy.

The digital economic resources taught must also be in accordance with technological developments that have so far changed communication patterns and social interactions as a whole, where social media

has become one of the most dominant instruments in the daily lives of students or students who are learning, especially from platforms such as Instagram, TikTok, Facebook, and YouTube which are not only used as a means of entertainment, but have also become learning spaces to encourage entrepreneurship. In the context of entrepreneurship education, social media also has great potential to be used as a tool to build social networks with collaborative networking, as well as wide and fast access to information. Moreover, with an understanding of digital literacy, business communication, the formation of creativity in creating content, and personal branding with digital, the form of learning is no longer one-way, but participatory, open, and can also be done on a project basis.

The social process of this explanation not only strengthens the understanding of entrepreneurial concepts theoretically, but also develops practical capacity to manage digital platform-based businesses. In addition, the use of social media in learning encourages students and students to observe the social dynamics around them, such as changes in lifestyle, consumer preferences, and market trends. This makes the learning process more relevant and contextual in general in the pattern of economic development in catalyzing social change for increasing income or economy in society, this direction can be maximized in efforts to build collaboration that ultimately creates empowerment that is carried out as a result of learning.

Moreover, the formation of collaboration between the use of social media and entrepreneurship learning can contribute directly to the economic empowerment of the community, especially when there is success in individuals or groups being able to access the digital market independently and competitively. With experience and the ability to manage businesses through social media, students are no longer objects of development, but rather active and productive subjects in driving the local economy. This condition is the core of economic empowerment with increasing capacity, independence, and control over resources by the community itself. The study of social change began to be seen with the emergence of new micro-entrepreneurs, increasing digital financial literacy, to shifting community consumption patterns. The dynamics of the explanation of this discussion reflect the social transformation that occurs in response to technological advances and more participatory learning models. Therefore, the existence of a social media-based entrepreneurship learning approach is not only relevant as an educational strategy, but also as a social engineering tool to create a more inclusive, innovative, and competitive society in the digital economy era.

## **CONCLUSIONS AND SUGGESTIONS**

### **A. Conclusion**

Social media plays an important role in entrepreneurship learning, especially in vocational schools and higher education, by providing an interactive platform that supports active student engagement, contextual learning, and digital skills development based on project-based teaching materials that emphasize experience and skills. In addition to these conditions, the conclusion in the study of entrepreneurship learning, social dynamics, and economic empowerment is that entrepreneurship learning with social media can be an effective marketing tool at low cost for business actors. The existence of social media-based entrepreneurship learning also facilitates experiences that strengthen the relationship between entrepreneurial intentions and actions which can ultimately encourage economic empowerment in society. However, in order for social media to be utilized optimally, it needs to be integrated into the learning system through a larger entrepreneurship curriculum and connected to the activities of companies and other stakeholders.

### **B. Suggestion**

This study has a source of limitations because it only uses the Scopus journal indexing engine as data. So for further researchers to be able to use other indexing engines such as was to get broader results, in addition to research based on case studies in entrepreneurship learning and economic empowerment is also needed to obtain supporting data in the connected research process even after the results of quantitative research are also worthy of consideration in order to determine the level of success of the entrepreneurship learning process by connecting social media.

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