

**THE INFLUENCE OF ROLE MODEL AND SOCIAL MEDIA ON
ALERTNESS TO BUSINESS IDEAS AMONG GEN Z IN BANDAR
LAMPUNG**

Undergraduate Thesis

By

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FACULTY OF ECONOMICS AND BUSINESS

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ABSTRAK

PENGARUH DARI ROLE MODEL DAN SOSIAL MEDIA TERHADAP KESADARAN AKAN IDE BISNIS DI KALANGAN GEN Z DI BANDAR LAMPUNG

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Meningkatnya penggunaan media sosial serta keberadaan role model di sekitar Generasi Z telah memengaruhi cara generasi muda dalam mengenali peluang bisnis. Penelitian ini bertujuan untuk menganalisis pengaruh role model dan media sosial terhadap kesadaran akan ide bisnis di kalangan Generasi Z di Bandar Lampung. Metode pengambilan sampel yang digunakan adalah non-probability sampling dengan teknik purposive sampling. Data dikumpulkan melalui penyebaran kuesioner kepada 150 responden Generasi Z di Bandar Lampung. Teknik analisis data yang digunakan adalah regresi linear berganda yang didukung dengan pendekatan bootstrapping melalui program SPSS.

Hasil penelitian menunjukkan bahwa role model berpengaruh positif dan signifikan terhadap kesadaran akan ide bisnis. Hal ini berarti Generasi Z yang memiliki role model yang kuat cenderung lebih peka dan sadar dalam melihat peluang bisnis. Media sosial juga berpengaruh positif dan signifikan terhadap kesadaran akan ide bisnis, yang menunjukkan bahwa media sosial dapat membantu Generasi Z memperoleh informasi serta inspirasi dalam menemukan ide bisnis. Hasil penelitian ini membuktikan bahwa role model dan media sosial memiliki peran penting dalam membentuk kesadaran akan ide bisnis di kalangan Generasi Z di Bandar Lampung.

Kata kunci: *role model, media sosial, kesadaran akan ide bisnis.*

ABSTRACT

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The increasing use of social media and the presence of role models around Generation Z have influenced how young people recognize business opportunities. This research examines how role model and social media affect alertness to business ideas among Generation Z in Bandar Lampung. The sampling approach employed was non-probability sampling, specifically emphasizing purposive sampling. Data was collected through questionnaires distributed to 150 Gen Z respondents in Bandar Lampung. The analysis was conducted using multiple linear regression supported by a bootstrapping approach through SPSS. The findings show that role model has a positive and significant effect on alertness to business ideas. This means that Gen Z who have strong role models tend to be more aware and sensitive in seeing business opportunities. Social media also has a positive and significant effect on alertness to business ideas, showing that social media can help Gen Z gain information and inspiration to find business ideas. These results prove that role model and social media play an important role in shaping Gen Z's alertness to business ideas in Bandar Lampung.

Keywords: role model, social media, alertness to business ideas.

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On

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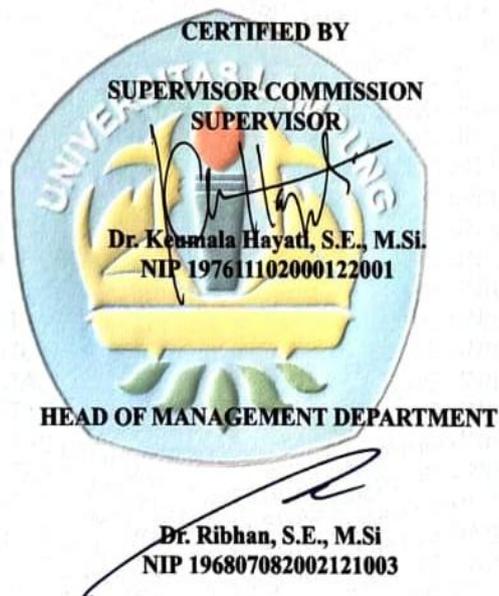
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Hereby declare that this research is the own work of the author, not a duplication or work of others except in parts that have been referred to and mentioned in the bibliography. If in the future it is proven that there are deviations in this work, the full responsibility lies with the researcher.

Thus, I can make this statement so that it can be understood.

Bandar Lampung, 6 January 2026



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BIOGRAPHY

The author, Mohammad Yuki Fairuuz, also known as Yuki, was born in Bandar Lampung on September 5, 2003. He is the fourth child of Mr. Elfauzi Zubir and Mrs. Fatimah Sri Rahayu, and he has three older siblings, namely Adrian Farros Elfauzi, Ghina Qothrunnada Eltin, and Hinge Maulby Fatin.

He completed his elementary education at SD Kartika II-5 Bandar Lampung, continued his junior high school at SMP Negeri 1 Bandar Lampung, and pursued his vocational high school education at SMK Negeri 4 Bandar Lampung. The author is currently an undergraduate student at the University of Lampung, Faculty of Economics and Business, majoring in Management with a concentration in Business (International Class). He was admitted through the SBMPTN selection pathway and has been actively developing his academic interests in business and management studies.

In addition to his formal education, the author has participated in several international academic programs to broaden his knowledge and global exposure. These programs include Research Training and Student Mobility at Universiti Teknologi MARA (UiTM), Malaysia, an International Short Course at Aoyama Gakuin University, Japan, and an Online International School held by NWIM RANEPa, Russia. Through these experiences, the author gained valuable insights into cross-cultural learning environments and strengthened his understanding of academic collaboration in an international setting.

MOTTO

“Get busy living, or get busy dying.”

(Andy Dufresne, The Shawshank Redemption)

**“If you can’t fly, then run, if you can’t run, then walk, if you can’t walk, then
crawl, but whatever you do, you have to keep moving forward.”**

(Martin Luther King Jr)

DEDICATION

In the name of Allah SWT, the Most Gracious and the Most Merciful, I would like to express my gratitude for His guidance and blessings that have helped me complete this undergraduate thesis. Peace and blessings be upon Prophet Muhammad SAW, whose teachings encourage patience and perseverance in seeking knowledge.

This undergraduate thesis is dedicated to my beloved parents, Mr. Elfauzi Zubir and Mrs. Fatimah Sri Rahayu, for their love, support, and prayers throughout my life and academic journey.

To my parents, thank you for always being there for me. Thank you for your sacrifices, encouragement, and constant prayers that have helped me stay strong during this process. Your support has been my biggest motivation, especially when I faced difficulties and felt uncertain while working on this thesis.

I hope this thesis can be a meaningful achievement for our family and a small way to show my appreciation for everything you have done for me. I also hope this will be the beginning of a better future, and that I can continue to make you proud.

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The author is aware that this undergraduate thesis is still not perfect and may contain some limitations. However, the author would like to sincerely thank everyone who has contributed, supported, and helped throughout the process until this thesis was completed.

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A handwritten signature in black ink, appearing to read 'Yuki', with a long horizontal stroke extending to the right and ending in a small cross-like mark.

Mohammad Yuki Fairuuz

TABLE OF CONTENT

ABSTRACT	iii
BIOGRAPHY	viii
MOTTO	ix
DEDICATION	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENT	xiv
I. INTRODUCTION	1
1.1 Background	1
1.2 Problem Statement	4
1.3 Research Purpose	6
1.4 Research Benefits.....	7
II. LITERATURE REVIEW	8
2.1 Role Model.....	8
2.1.1 Definition of Role Model	8
2.1.2 Type of Role Model	8
2.2 Social Media.....	9
2.2.1 Definition of Social Media.....	9
2.2.2 Role in Entrepreneurship.....	10
2.3 Alertness to Business Ideas (ABI)	11
2.3.1 Definition of Alertness to Business Ideas	11
2.3.2 Dimensions of Alertness to Business Ideas.....	11
2.3.3 The Importance of Alertness to Business Ideas in Entrepreneurship	12
2.4 Theoretical Foundation	12
2.4.1 Mechanisms of Influence	12
2.4.2 Theoretical Perspectives on Social Media Influence	14
2.5 Previous Research	15
2.6 Hypothesis Development	17
2.6.1 Role Model and Alertness to Business Ideas	18
2.6.2 Social Media and Alertness to Business Ideas	19

2.7	Theoretical Framework	20
III.	RESEARCH METHOD	21
3.1	Research Design.....	21
3.2	Object of Research	21
3.3	Population and Sample.....	22
3.3.1	Population	22
3.3.2	Sample.....	22
3.4	Source of Data.....	23
3.5	Data Collection Method	23
3.6	Research Variable.....	24
3.6.1	Independent Variable.....	24
3.6.2	Dependent Variable	25
3.7	Operational Variable and Indicators.....	26
3.8	Pilot Test.....	27
3.8.1	Definition	27
3.8.2	Sample and Procedure.....	27
3.8.3	Validity and Reliability	28
3.8.4	Results of Validity Pilot Test.....	29
3.8.5	Results of Reliability Pilot Test.....	31
3.9	Data Analysis Method.....	31
3.9.1	Validity Test.....	32
3.9.2	Reliability Test	33
3.9.3	Classical Assumption Test.....	33
3.9.4	Bootstrapping Approach with 5000 Resamples	34
3.9.5	Multiple Linear Regression Analysis Using 5000 Bootstrap Resamples 35	
3.9.6	Hypothesis Testing Using 5000 Bootstrap Resamples.....	36
IV.	RESULTS AND DISCUSSION	38
4.1	Result of Questionnaire Distribution	38
4.1.1	Characteristics of Respondents	38
4.1.2	Respondents Entrepreneurial Background.....	40
4.2	Descriptive Static Analysis	42
4.2.1	Respondents Descriptive Statement for Role Model	43

4.2.2	Respondents Descriptive Statement for Social Media.....	44
4.2.3	Respondents Descriptive Statement for Alertness to Business Idea .	45
4.3	Result of Data Analysis.....	47
4.3.1	Validity Test Result	47
4.3.2	Reliability Test Result	48
4.3.3	Classical Assumption Test Result	48
4.3.3.1	Multicollinearity test result	48
4.3.3.2	Heteroscedasticity Test Result	49
4.3.4	Bootstrapping Regression Result with 5000 Resamples.....	50
4.3.5	Multiple Linear Regression Result Using Bootstrap	51
4.3.6	Hypothesis Testing Result Using Bootstrap.....	54
4.3.6.1	T-test Result	54
4.3.6.2	Coefficient of Determination (R²)	56
4.4	Discussion	57
4.4.1	The Influence of Role Model on Alertness to Business Ideas	57
4.4.2	The Influence of Social Media on Alertness to Business Ideas	59
V.	CONCLUSION AND SUGGESTION.....	61
5.1	Conclusion	61
5.2	Suggestion.....	62
	Reference.....	64

LIST OF TABLES

Table 2.1 Previous Research	16
Table 3.1 Likert Scale	24
Table 3.2 Operational Table	26
Table 3.3 Reliability Test Result	31
Table 4.1 Types of Businesses Operated by Respondents.....	41
Table 4.2 Analysis of Descriptive Analysis.....	43
Table 4.3 Respondent Descriptive Statement for Role Model	44
Table 4.4 Respondents Descriptive Statement for Social Media	45
Table 4.5 Respondents Descriptive Statement for Alertness to Business Idea	46
Table 4.6 validity test result	47
Table 4.7 Reliability Test Result	48
Table 4.8 Multicollinearity Test Result	49
Table 4.9 Heteroscedasticity Test Result.....	50
Table 4.10 Bootstrap Regression Result	51
Table 4.11 Multiple linear regression result (Bootstrap Estimates)	51
Table 4.12 T Distribution Percentage Point (from df 145–149, Two-Tailed Test).....	55
Table 4.13 Coefficient of Determination (R^2)	57

List of Figures

Figure 2.1 Conceptual Framework.....	20
Figure 3.1 Results of KMO and Bartlett’s Test from SPSS Output	29
Figure 3.2 Communalities results from SPSS output.....	30
Figure 3.3 Total Variance Explained results from SPSS output.....	31
Figure 4.1 Age Distribution of Respondents.....	39
Figure 4.2 Educational Background of Respondents.....	39
Figure 4.3 Occupational Status of Respondents	40
Figure 4.4 Entrepreneurial Experience of Respondents.....	40
Figure 4.5 Duration of Business Experience	41
Figure 4.6 Types of Entrepreneurial Role Models	42

I. INTRODUCTION

1.1 Background

The presence of entrepreneurial role models has been widely acknowledged in the literature as a significant factor in shaping students' entrepreneurial development and capability to identify opportunities (Abbasianchavari & Moritz, 2021). Role models are individuals, such as parents, mentors, or successful entrepreneurs, who serve as examples and inspirations for others to recognize and pursue viable business ideas (Abbasianchavari & Moritz, 2021). In a systematic literature review involving 86 studies, results show that 52% of the reviewed research reported a significant influence of role models on entrepreneurial-related outcomes, including the ability to recognize and evaluate opportunities. The influence of role models in enhancing alertness to business ideas remains widely supported, particularly in shaping how individuals scan, connect, and evaluate potential ventures (Karami et al., 2024; Tang et al., 2012)

Kong et al. (2020) emphasized that role models not only strengthen the link between entrepreneurial cognition and action but also reduce fear of failure, especially among university graduates in China. Similarly, Xuan & Yankai (2025), using data from 124,082 individuals across 35 countries, confirmed that exposure to entrepreneurial role models positively influences entrepreneurial self-efficacy, which is closely related to opportunity recognition and the capability to judge business feasibility. Amofah & Saladrignes (2022) found that parental self-employment significantly affects perceived behavioural control, a factor that supports the process of identifying and responding to business opportunities, particularly in male students. Saoula et al. (2025) explained that although role models may not always directly impact opportunity recognition, their influence on entrepreneurial thinking patterns indirectly fosters the readiness to detect and act upon potential business ideas.

This aligns with findings, which showed in an Indonesian context that prior knowledge, often influenced by role models, significantly boosts ABI and strengthens the ability to discover entrepreneurial opportunities, a relationship that remains relevant as recent research shows that entrepreneurial alertness enhances opportunity identification through cognitive processes such as scanning, connecting, and evaluating information (Kusumawardhany & Tresnawati, 2019; Li et al., 2022).

In another cultural context, Hoda et al. (2021) discovered that role models shape both subjective norms and perceived behavioural control, with stronger effects observed in India than Saudi Arabia. Additionally, Overwien et al. (2024) concluded that startup talks and non-graded entrepreneurship workshops featuring real-world entrepreneurs significantly increased students' sensitivity toward recognizing viable opportunities. Karami et al. (2024) add that creativity inspired by role models becomes far more effective when paired with strong ABI, which channels innovative thinking into feasible business ideas.

The rise of digital role models has further expanded this influence. Al Halbusi et al. (2024) showed that students exposed to entrepreneurial figures on social media platforms experienced stronger alertness to business opportunities and were more capable of turning creative thoughts into actionable ventures, particularly when combined with high levels of creativity and entrepreneurial passion. In Vietnam, Nguyen & Truong (2024) noted that students from entrepreneurial families were more motivated to take over existing businesses, showing how early role model exposure influences long-term opportunity recognition skills.

Generation Z is increasingly recognized as a key demographic in entrepreneurial development. According to the IDN Research Institute (2022), 64% of Gen Z in Indonesia expressed interest in becoming entrepreneurs, indicating a strong entrepreneurial drive among this age group. Supporting this, the 2025 IDN Research Report revealed that Gen Z scored 3.99 out of 5 in their inclination toward building their own business, slightly higher than Millennials at 3.93 (IDN Research Institute, 2025). This confirms that Gen Z not only dominates in digital engagement but also shows a strong capacity for idea generation and business awareness,

making them a highly relevant subject for this study. Thoti (2024) also emphasized that continuous family support fosters sustainable entrepreneurial engagement by encouraging long-term opportunity-seeking behaviors.

Building on this perspective, Sholekah & Hayati (2026) state that business opportunities can emerge from inspiration, ideas, or situational advantages. This perspective is highly relevant to Generation Z, who are often exposed to various sources of inspiration, particularly from digital platforms. Their ability to identify and respond to business ideas, a central component of ABI, can be shaped by their surroundings, including motivational role models and entrepreneurial content on social media. Social media acts as a catalyst that strengthens the link between prior knowledge, ABI, and the creation of new opportunities, a relationship that continues to be supported by recent evidence showing that social media platforms enhance students' ability to recognize entrepreneurial opportunities through increased exposure to information and digital interactions (Park et al., 2017; Thi Loan et al., 2024)

Alongside role models, social media has become a prominent factor in shaping opportunity recognition and business idea alertness among youth. Social media, defined as interactive digital platforms that allow user-generated content and real-time engagement, has evolved into a tool that supports entrepreneurial exploration, branding, and information gathering (Secundo et al., 2021). For university students, social media provides accessible pathways to discover entrepreneurial content, connect with like-minded people, and enhance their sensitivity toward spotting potential business opportunities (Barrera-Verdugo & Villarroel-Villarroel, 2022). Their study found that frequent social media use among Chilean students is positively correlated with their capability to recognize and evaluate opportunities, with varying influence by age and gender. In Indonesia, Chaniago & Malik Sayuti (2022) demonstrated with a study of 317 students, those elements of social media such as usability, ease of access, and interactivity significantly affect opportunity recognition and support alertness toward business ideas. Another Indonesian study by Wibowo et al. (2023) involving 270 students found that social media mediates the relationship between digital entrepreneurship education and entrepreneurial intuition, helping students develop sharper business idea detection skills.

Furthermore, Thi Loan et al. (2024) reported that social media enhances students' opportunity recognition by improving confidence and encouraging positive evaluations of business ideas as feasible ventures.

From a gender-specific perspective, Emmanuel et al. (2022) highlighted that social media significantly supports female students in developing sensitivity toward market gaps in China. Their study revealed strong links between perceived usefulness, enjoyment, and entrepreneurial social media behavior among 241 respondents. In support of this, Freixanet et al. (2021) found that social media mediates the relationship between international entrepreneurial orientation and innovation performance among SMEs, emphasizing its role in shaping opportunity recognition capabilities. Yeh et al. (2020) further noted that digital celebrities on platforms like YouTube influence followers' entrepreneurial thinking, illustrating the growing role of social influencers in strengthening Gen Z's ABI.

1.2 Problem Statement

Bandar Lampung is situated in an increasingly digital environment, where access to the internet and social media continues to grow rapidly. According to data from the Indonesian Internet Service Providers Association (APJII, 2024), internet penetration in Lampung Province exceeded 78% in 2024, approaching the national average. This level of digital connectivity indicates that young people, particularly Generation Z, are widely exposed to social media as a source of information, inspiration, and interaction, including exposure to entrepreneurial content and entrepreneurial figures. Such conditions suggest that social media has become an important external stimulus that may influence how young individuals perceive and explore potential business opportunities.

This extensive digital exposure becomes more significant when viewed alongside the demographic structure of Bandar Lampung. Based on population data from the Central Bureau of Statistics (BPS, 2025) of Bandar Lampung, approximately 741,524 individuals, or about 68.8% of the total population in 2024, fall within the productive age group of 15–64 years. The dominance of the productive age population indicates that Bandar Lampung possesses substantial human resource potential to support economic activities and regional development. A considerable

proportion of this productive age group consists of Generation Z individuals who are actively engaged in education, early career exploration, and the search for potential business opportunities, making them a highly relevant group for entrepreneurship related studies.

Despite the presence of strong digital exposure and a large productive age population, these conditions do not automatically ensure that young individuals are able to recognize and evaluate viable business ideas. Alertness to business ideas represents a crucial early-stage capability in the entrepreneurial process, as it determines how individuals scan their environment, connect information, and recognize potential opportunities (Karami et al., 2024; Kusumawardhany & Tresnawati, 2019; Tang et al., 2012). The ability to transform exposure to information and inspiration into concrete entrepreneurial opportunities therefore becomes a critical issue, particularly for Generation Z.

Recent studies highlight that social media plays an increasingly important role in developing alertness to business ideas among young people (Barrera-Verdugo & Villarroel-Villarroel, 2022; Park et al., 2017; Secundo et al., 2021). Social media platforms provide access to information, facilitate interaction, and expose users to entrepreneurial narratives, which may enhance cognitive readiness for opportunity recognition (Park et al., 2017). At the same time, role models such as parents, successful entrepreneurs, and mentors have been shown to significantly influence students' ability to detect business opportunities by increasing self-efficacy and reducing fear of failure (Abbasiachavari & Moritz, 2021; Kong et al., 2020) In the Indonesian context, parental role models and community figures serve as important motivational references that shape students' perceptions and evaluations of potential business ideas (Amofah & Saladrigues, 2022; Kusumawardhany & Tresnawati, 2019; Wibowo et al., 2023) further confirm that prior knowledge, which is often developed through such influences, directly enhances alertness to business ideas and supports opportunity discovery.

In addition, the rapid growth of digital platforms has introduced a new dimension of entrepreneurial influence through social media. With strong adoption among Generation Z, social media platforms have become a major source of

entrepreneurial learning, inspiration, and opportunity scanning (Emmanuel et al., 2022). Empirical studies indicate that social media contributes to alertness to business ideas through perceived usefulness, interactivity, and motivational reinforcement (Chaniago & Malik Sayuti, 2022; Thi Loan et al., 2024). Furthermore, digital influencers and online entrepreneurs increasingly function as role models by shaping how individuals scan, connect, and evaluate potential business opportunities (Al Halbusi et al., 2024; Yeh et al., 2020).

Although both role models and social media have been shown to influence entrepreneurial outcomes, empirical studies that examine the simultaneous influence of these two factors on alertness to business ideas remain limited, particularly within a specific local context. In an urban setting such as Bandar Lampung, where high digital exposure and entrepreneurial role models coexist, understanding how these factors jointly influence alertness to business ideas among Generation Z remains an important research gap. Considering the active digital engagement of Generation Z and their increasing exposure to entrepreneurial stimuli, it is therefore essential to investigate how role models and social media contribute to shaping their alertness to business ideas.

Therefore, this study, entitled “The Influence of Role Model and Social Media on Alertness to Business Ideas among Generation Z in Bandar Lampung,” seeks to provide empirical insights into how these two independent variables influence the alertness to business ideas of Generation Z students.

The problem statements in this research are:

1. What is the influence of role model on alertness to business ideas among Gen Z in Bandar Lampung?
2. What is the influence of social media on alertness to business ideas among Gen Z in Bandar Lampung?

1.3 Research Purpose

1. To find out what is the influence of role model on alertness to business ideas among Gen Z in Bandar Lampung.

2. To find out what is the influence of social media on alertness to business ideas among Gen Z in Bandar Lampung.

1.4 Research Benefits

This research is expected to provide benefits as follows:

1. For knowledge Development

This research is expected to give contribution to the development of knowledge, especially in the field of entrepreneurship. It can be used as a reference for future research that discusses the influence of role model and social media on alertness to business ideas among Generation Z.

2. For companies or managers.

This research is expected to give input for companies, business practitioners, or managers in understanding the influence of role model and social media on the entrepreneurial mindset of Generation Z. The result can be used as a consideration in designing strategies or programs that aim to increase youth entrepreneurship.

II. LITERATURE REVIEW

2.1 Role Model

2.1.1 Definition of Role Model

In the entrepreneurial context, a role model is generally defined as an individual whose behavior, achievements, or personal qualities serve as a reference point and source of inspiration for others, particularly in shaping entrepreneurial attitudes and behaviors (Bosma et al., 2012; Nowiński & Haddoud, 2019). Role models may influence aspiring entrepreneurs by demonstrating the feasibility of entrepreneurial activities, thereby reducing uncertainty and enhancing motivation to explore business opportunities (Abbasiachavari & Moritz, 2021).

From the perspective of Social Learning Theory (Bandura & Walters, 1977), role models provide observational learning opportunities in which individuals can acquire entrepreneurial knowledge and skills by observing and emulating the actions of others. This process does not require direct interaction but can occur through exposure to the role model's experiences, success stories, and decision-making patterns (Bosma et al., 2012).

In the context of entrepreneurship, role models contribute to the cognitive processes of identifying and evaluating business opportunities by offering practical examples, strategies to overcome challenges, and inspiration to pursue ventures (Kong et al., 2020; Xuan & Yankai, 2025).

2.1.2 Type of Role Model

Although the literature does not present a standardized dimensional framework for role models, various studies classify them into distinct types based on the nature and proximity of influence.

1. Direct Role Models

These are individuals with whom the aspiring entrepreneur has a personal relationship, such as parents, family members, teachers, or mentors (Bosma et

al., 2012). Direct role models often provide hands-on guidance, share experiential knowledge, and influence career-related decision-making through close interaction (Amofah & Saladrignes, 2022).

2. Indirect Role Models

These are individuals who inspire or influence from a distance, without personal contact, such as successful entrepreneurs, business leaders, or public figures featured in media (Bosma et al., 2012; Nowiński & Haddoud, 2019). Their influence typically comes through observing their public achievements, interviews, or entrepreneurial narratives (Hoda et al., 2021).

3. Positive and Negative Role Models

Positive role models serve as examples to emulate, while negative role models illustrate mistakes or failures to avoid (Bosma et al., 2012). Exposure to negative examples can still have a constructive effect by guiding aspiring entrepreneurs on risk management and strategic decision-making (Saoula et al., 2025).

4. Digital Role Models

With the expansion of social media, a new category has emerged in the form of digital role models, such as influencers and online entrepreneurs who share their entrepreneurial journey via platforms like Instagram, YouTube, or TikTok (Al Halbusi et al., 2024). These role models are particularly relevant for Generation Z, as they combine elements of inspiration, accessibility, and real-time interaction.

2.2 Social Media

2.2.1 Definition of Social Media

Social media refers to a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, enabling the creation and exchange of user-generated content (Kaplan & Haenlein, 2010). These platforms allow users to interact, share information, and collaborate in real time, fostering dynamic communication environments.

Social media encompasses various categories, such as social networking sites (e.g., Facebook, LinkedIn), content-sharing platforms (e.g., Instagram, TikTok, and

YouTube), and microblogging sites (e.g., Twitter/X), each facilitating different forms of interaction and information exchange.

While Kaplan & Haenlein (2010) definition remains widely adopted, recent literature expands the concept to highlight its role as a multifunctional tool for entrepreneurial learning and market engagement. For example, Secundo et al. (2021) define social media as a digital environment that enables collaborative knowledge creation, customer engagement, and business opportunity recognition. This broader view recognizes social media not merely as a communication channel but as a platform that supports networking, branding, and innovation in entrepreneurship.

2.2.2 Role in Entrepreneurship

Social media performs multiple functions that contribute to entrepreneurial activities, particularly in the early stages of opportunity recognition and idea development:

1. Opportunity Scanning and Recognition

Social media provides access to real-time market information, customer feedback, and competitor analysis, enhancing entrepreneurs' alertness to business opportunities (Barrera-Verdugo & Villarroel-Villarroel, 2022; Thi Loan et al., 2024).

2. Networking and Collaboration

Platforms facilitate interaction with peers, mentors, and industry experts, expanding professional networks that can lead to partnerships, resource sharing, and new business leads (Emmanuel et al., 2022; Wibowo et al., 2023).

3. Branding and Promotion

Entrepreneurs can cost-effectively build brand visibility, communicate value propositions, and engage with target audiences through targeted content (Wibowo et al., 2023).

4. Innovation and Knowledge Sharing

Social media acts as a bridge to external sources of knowledge, supporting innovation by integrating customer insights into product or service development (Freixanet et al., 2021).

2.3 Alertness to Business Ideas (ABI)

2.3.1 Definition of Alertness to Business Ideas

Alertness to Business Ideas (ABI) refers to the ability to notice and recognize opportunities that others might overlook. Kirzner (1973) first introduced the concept of entrepreneurial alertness as a heightened state of awareness that enables entrepreneurs to identify gaps in the market. In this sense, ABI is a specific application of entrepreneurial alertness, focusing on the generation, recognition, and evaluation of potential business ideas (Tang et al., 2012).

ABI involves active information search, pattern recognition, and interpretation of market signals (Gaglio & Katz, 2001). It is not merely passive observation but a proactive cognitive process that enables individuals to connect disparate information into a coherent and actionable business opportunity (Shane & Venkataraman, 2000). Karami et al. (2024) note that ABI plays a pivotal role in the early stages of entrepreneurship, as it shapes the pipeline of potential ventures from which an entrepreneur can choose.

Cui et al. (2016) describe ABI as a knowledge framework used to assess and make judgments about opportunities, risks, and growth potential. In their study, ABI significantly enhanced entrepreneurial capabilities such as innovativeness, proactiveness, and risk-taking, especially in dynamic environments.

2.3.2 Dimensions of Alertness to Business Ideas

Tang et al. (2012) proposed a widely accepted three-dimensional model of entrepreneurial alertness, which is directly applicable to ABI:

1. Scanning and Search

The ongoing process of seeking out new information, both in familiar and unfamiliar contexts. Individuals high in this dimension consistently explore various sources to identify potential opportunities.

2. Association and Connection

The ability to link previously unrelated information and detect patterns that could lead to viable business ideas. This involves creative thinking and leveraging prior knowledge to form new connections.

3. Evaluation and Judgment

The capability to assess the feasibility and potential of identified ideas, weighing risks, costs, and potential returns before acting.

These dimensions align with findings from Kusumawardhany & Tresnawati (2019), who emphasized that ABI requires not only awareness of market changes but also critical evaluation to filter viable ideas from less promising ones. In the Indonesian context, their study highlighted that ABI is closely linked to prior knowledge, creativity, and the ability to interpret local market signals.

2.3.3 The Importance of Alertness to Business Ideas in Entrepreneurship

ABI is a critical competence in the entrepreneurial process, as it forms the basis for recognizing and acting upon viable ventures. Kirzner's theory suggests that opportunities exist objectively in the market, but only those with heightened alertness can perceive them. This competence determines the starting point for innovation and new venture creation. Empirical studies have shown that ABI significantly impacts entrepreneurial outcomes.

For example, Cui et al. (2016) found that ABI positively influences entrepreneurial capabilities, particularly innovativeness and proactiveness, and that this effect is stronger for individuals with higher risk propensity. Karami et al. (2024) also reported that entrepreneurs with high ABI tend to identify more diverse and high-potential ideas, which enhances the likelihood of business success. From a practical perspective, ABI enables entrepreneurs to respond quickly to market changes, exploit emerging trends, and anticipate competitors.

Kusumawardhany & Tresnawati (2019) demonstrated that in Indonesia, ABI is crucial for young entrepreneurs facing dynamic market conditions, as it allows them to adapt their ideas to cultural and economic contexts. Therefore, ABI is not merely a supplementary skill but a foundational capability that shapes entrepreneurial opportunity recognition, evaluation, and subsequent venture creation.

2.4 Theoretical Foundation

2.4.1 Mechanisms of Influence

The influence of role models can be explained through Bandura's Social Learning Theory (1977), which states that people learn knowledge, attitudes, and behavior

by observing others. In entrepreneurship, role models become examples that students or young entrepreneurs can follow. Through this process, individuals are not only able to learn about business skills, but also about how opportunities can be recognized and interpreted in their surroundings. This makes role models important for building alertness to business ideas, because the exposure to entrepreneurial examples provides guidance that helps individuals notice market opportunities that they might not be able to see on their own (Bosma et al., 2012; Nowiński & Haddoud, 2019).

Role models also influence entrepreneurial attitudes and self-confidence, which play an important role in increasing alertness. When students observe successful entrepreneurs such as parents, mentors, or public figures, they tend to believe that entrepreneurial success is possible. This belief increases confidence and reduces doubts about their own ability to succeed. With stronger confidence, individuals are more motivated to pay attention to their environment and become more sensitive to business opportunities that appear around them (Abbasianchavari & Moritz, 2021; Amofah & Saladrigues, 2022; Hoda et al., 2021). On the other hand, the absence of role models can reduce exposure to entrepreneurial knowledge, which limits the ability of individuals to notice opportunities.

Another important mechanism is the way role models help to reduce fear of failure. Previous studies show that role models can provide encouragement and show that failure is a normal part of the entrepreneurial process (Kong et al., 2020). This is important because individuals who are less afraid of failure will be more open to looking at opportunities and will evaluate them in a more positive way. As a result, they become more alert to business ideas and more capable of recognizing them in different situations (Al Halbusi et al., 2024; Saoula et al., 2025). In this case, role models serve as both a source of motivation and as a guide that makes individuals more capable of identifying and assessing opportunities.

The effectiveness of role models also depends on the context in which they appear. Research shows that role models are more effective when they share similarities with the individuals who observe them, for example having the same background or cultural values. These similarities make the influence stronger and make it more

likely that exposure to role models will increase entrepreneurial alertness (Saoula et al., 2025; Xuan & Yankai, 2025). In addition, the visibility of entrepreneurial achievements through media or direct social networks can strengthen the effect of role models, because individuals see more examples of how opportunities can be found and acted upon. In this way, role models function as a link between external entrepreneurial experiences and the personal readiness needed to detect and evaluate business ideas.

2.4.2 Theoretical Perspectives on Social Media Influence

The influence of social media in entrepreneurship can be explained through Bandura's Social Cognitive Theory (SCT) (1986), which states that people learn by observing others and through their interactions with the environment. Social media provides many opportunities for students to observe entrepreneurial activities, success stories, and shared experiences that can shape their knowledge and attitudes. In this way, social media can act in a similar way to role models because it allows individuals to learn indirectly from the experiences of others. Studies show that social media supports the process of gaining knowledge, connecting with entrepreneurial communities, and improving the ability to recognize opportunities, which increases alertness to business ideas (Emmanuel et al., 2022; Park et al., 2017). Furthermore, influencers and content creators on social media can also function as digital role models who shape how young people evaluate business opportunities (Yeh et al., 2020).

Another important perspective highlights that the more often individuals use social media, the more they are exposed to entrepreneurial content, business trends, and discussions that can influence their views about entrepreneurship. Frequent use of social media has been linked with stronger entrepreneurial attitudes and perceptions, which makes individuals more sensitive to business opportunities around them (Al Halbusi et al., 2024; Barrera-Verdugo & Villarroel-Villarroel, 2022). This shows that social media use does not only provide entertainment, but also creates conditions where students can become more alert to new ideas.

Social media also acts as a channel for knowledge sharing and idea generation. By making it easier to share experiences, information, and insights, social media helps

students and young entrepreneurs build a broader understanding of their environment. Access to diverse sources of information supports the process of recognizing opportunities, because it allows individuals to connect different pieces of knowledge and see possibilities for new business ideas (Freixanet et al., 2021; Secundo et al., 2021). In addition, research shows that social media contributes to innovation and learning in organizations, which further proves its role in supporting the discovery of new opportunities (Al Halbusi et al., 2024).

While social media has many benefits, it is also important to note that not all information shared online is accurate. Some studies suggest that content on social media can sometimes be overly optimistic or misleading, which may affect how opportunities are perceived (Thi Loan et al., 2024). For this reason, students and entrepreneurs need to approach the information they receive critically and place it in the right context. Overall, social media provides exposure to knowledge, networks, and role models that can help Gen Z students in this study become more alert to business ideas and better prepared to identify potential opportunities (Wibowo et al., 2023).

2.5 Previous Research

This thesis is based on several previous studies that discuss the topics of role models, social media, and alertness to business ideas. These studies are used as comparisons and as a basis for building the ideas in this research. By looking at the results of past research from both international and Indonesian sources, this study can see patterns, important points, and gaps that have not been studied much, especially about Gen Z in Bandar Lampung. The following table shows some of the related studies that support this research.

Table 2.1 Previous Research

No	Researchers	Variables	Sample	Method	Results
1	Abbasianchavari & Moritz (2021)	Role model, entrepreneurial intention, entrepreneurial alertness	86 studies reviewed	Systematic literature review	Role models significantly influence opportunity recognition, entrepreneurial alertness, and intentions through self-efficacy and motivation.
2	Xuan & Yankai (2025)	Entrepreneurial role model, entrepreneurial self-efficacy, entrepreneurial intention	124,082 individuals from 35 countries	Cross-national quantitative study	Exposure to role models increases self-efficacy and intentions, improving opportunity recognition capabilities.
3	Amofah & Saladrignes (2022)	Parental self-employment, perceived behavioral control, entrepreneurial intention	360 university students in Spain	Quantitative survey	Parental self-employment enhances perceived behavioral control, supporting identification and evaluation of business opportunities.
4	Hoda et al. (2021)	Role model, subjective norms, perceived behavioral control, entrepreneurial intention	Students in India and Saudi Arabia	Comparative survey	Role models significantly shape subjective norms and perceived behavioral control, with stronger effects in India.
5	Chaniago & Malik Sayuti (2022)	Social media usability, ease of access, interactivity, opportunity recognition	317 university students in Indonesia	Quantitative survey	Usability, access, and interactivity of social media significantly improve opportunity recognition and ABI.

No	Researchers	Variables	Sample	Method	Results
6	Wibowo et al. (2023)	Digital entrepreneurship education, social media use, entrepreneurial intuition	270 Indonesian students	Quantitative survey	Social media mediates the effect of entrepreneurship education on entrepreneurial intuition, enhancing business idea detection.
7	Emmanuel et al. (2022)	Perceived usefulness, enjoyment, entrepreneurial social media behavior, opportunity recognition	241 female students in China	Quantitative survey	Social media supports detection of market gaps, with usefulness and enjoyment as strong motivators.
8	Tang et al. (2012)	Entrepreneurial alertness (scanning & search, association & connection, evaluation & judgment), entrepreneurial opportunity recognition	Multiple samples of entrepreneurs and students	Quantitative scale development & validation	Developed and validated the three-dimensional entrepreneurial alertness scale, linking it to opportunity recognition.
9	Kusumawardhany & Tresnawati (2019)	Entrepreneurial alertness, creativity, prior knowledge	Indonesian university students	Quantitative survey	Entrepreneurial alertness strongly linked to creativity and prior knowledge, essential in dynamic markets.
10	Karami et al. (2024)	Alertness to business ideas, entrepreneurial success	Entrepreneurs in the UK	Mixed-method	High ABI leads to more diverse, high-potential business ideas, increasing business success likelihood.

Source: Arranged by Author

2.6 Hypothesis Development

According to Sekaran & Bougie (2016), a hypothesis is a tentative yet testable statement that predicts the relationship between two or more variables. Hypotheses are developed based on theory and are tested to confirm whether the expected

relationships hold true in empirical data. In this study, the hypotheses are formulated based on the relationships proposed in the theoretical framework.

2.6.1 Role Model and Alertness to Business Ideas

Role models can shape how individuals notice and evaluate potential business opportunities. Based on Bandura's Social Learning Theory (1977), people learn by observing others and by seeing how they act in real situations. In entrepreneurship, role models provide concrete examples of how opportunities are identified and pursued, which helps students develop ways of thinking that support alertness to business ideas (ABI). Prior studies report that exposure to entrepreneurs is linked with stronger entrepreneurial awareness and more active consideration of opportunities (Bosma et al., 2012; Nowiński & Haddoud, 2019).

Role models also influence alertness through their effects on self-confidence and attitudes. When students observe successful entrepreneurs, they are more likely to believe in their own ability to succeed. This confidence makes them more willing to pay attention to their surroundings and notice potential business ideas (Abbasianchavari & Moritz, 2021; Amofah & Saladrignes, 2022; Hoda et al., 2021). At the same time, role models can reduce fear of failure by showing that setbacks are common and can be managed, which encourages individuals to evaluate ideas more openly (Al Halbusi et al., 2024; Kong et al., 2020).

Research on ABI highlights that these mechanisms directly support the ability to recognize and interpret business ideas. ABI is strengthened when individuals are exposed to sources of knowledge and experience that help them connect different pieces of information and identify valuable opportunities (Cui et al., 2016; Tang et al., 2012). In this way, role models not only inspire but also contribute to the development of ABI by shaping how young people perceive and process entrepreneurial signals (Karami et al., 2024).

Therefore, based on the explanation above, role models are expected to strengthen the alertness to business ideas among Gen Z students. Hence, the first hypothesis of this study is formulated as follows:

H1: Role Model has a positive influence on alertness to business ideas among Gen Z in Bandar Lampung.

2.6.2 Social Media and Alertness to Business Ideas

Social media has become one of the main sources of information for young people, and it can strongly influence their alertness to business ideas. According to Bandura's Social Cognitive Theory (1986), learning occurs not only through personal experience but also through observing others. Social media allows students to observe entrepreneurial activities, success stories, and shared experiences, which shape their knowledge and attitudes about business (Emmanuel et al., 2022; Park et al., 2017).

Another way social media influences ABI is through exposure to entrepreneurial content and communities. Frequent use of social media provides access to business trends, innovation stories, and entrepreneurial networks that can shape perceptions and make individuals more sensitive to possible business ideas (Al Halbusi et al., 2024; Park et al., 2017) This repeated exposure helps students develop a mindset that is more alert to changes in their environment.

Research on ABI also shows that wide access to information and diverse sources increases the ability to connect different ideas and recognize opportunities (Cui et al., 2016; Kusumawardhany & Tresnawati, 2019). Social Media facilitates this process by serving as a channel for knowledge sharing and by presenting digital role models, such as influencers or entrepreneurs, who demonstrate how to evaluate ideas (Karami et al., 2024; Secundo et al., 2021). These mechanisms show how social media can strengthen ABI and encourage students to identify new possibilities in their surroundings.

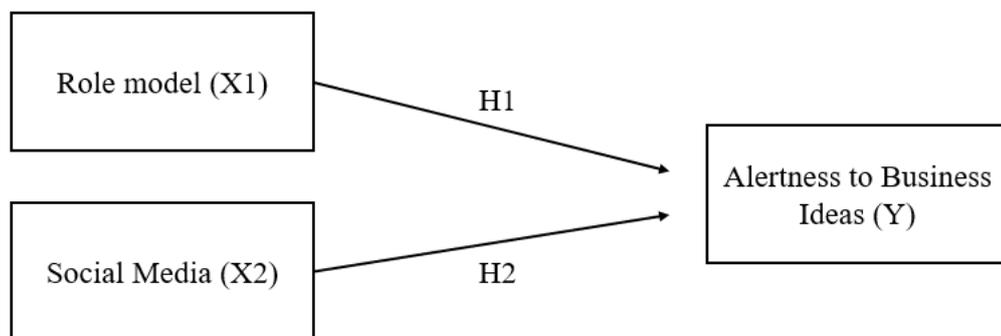
Therefore, based on the explanation above, social media is expected to strengthen the alertness to business ideas among Gen Z students. Hence, the second hypothesis of this study is formulated as follows:

H2: Social Media has a positive influence on alertness to business ideas among Gen Z in Bandar Lampung.

2.7 Theoretical Framework

Figure 2.1 shows the theoretical framework of this study, which is built on two main theoretical perspectives: Bandura's Social Learning Theory (1977) and Kirzner's Theory of Entrepreneurial Alertness (1973). Social Learning Theory explains that people can develop knowledge, skills, and behaviors by observing and interacting with others. In the context of this research, role models such as parents, mentors, or successful entrepreneurs serve as examples who can shape the way Gen Z students think about and respond to potential business opportunities. Kirzner's Theory of Entrepreneurial Alertness describes the ability to notice and interpret opportunities that others may overlook, which is a key part of the entrepreneurial process. Social media, as a modern and interactive source of information, can play a similar role to traditional role models because it exposes individuals to entrepreneurial ideas, trends, and market changes that enhance their alertness to business ideas.

Based on these perspectives, the conceptual framework of this study connects role model and social media as independent variables that influence alertness to business ideas among Gen Z in Bandar Lampung.



Source: Arranged by Author

Figure 2.1 Conceptual Framework

III. RESEARCH METHOD

3.1 Research Design

This study employs a quantitative research design. Quantitative research is a systematic investigation that focuses on quantifying data and analyzing numerical information using statistical methods (Sekaran & Bougie, 2016). It emphasizes objective measurements and the use of structured instruments, such as questionnaires, to collect data that can be statistically tested. The primary purpose of quantitative research is to examine relationships between variables and to test hypotheses, allowing generalizations to be made from the sample to the population.

In the context of this study, a quantitative approach is appropriate because the research aims to measure the influence of Role Models (X1) and Social Media (X2) on Alertness to Business Ideas (Y) among Generation Z in Bandar Lampung. These three variables can be operationalized into measurable indicators and tested empirically through statistical analysis. By using a quantitative design, this study can objectively assess whether and to what extent the independent variables (role model and social media) significantly affect the dependent variable (alertness to business ideas).

3.2 Object of Research

The object of this research is Generation Z (Gen Z) students in Bandar Lampung. Generation Z is generally defined as individuals born between 1997 and 2012, who are characterized by a high level of digital literacy, social media engagement, and exposure to diverse sources of information (IDN Research Institute, 2022, 2025). This demographic group is particularly relevant to the study because they are not only active users of social media but are also in a developmental stage where role models strongly influence their mindset and decision-making patterns. In this research, Gen Z serves as the object of study to examine how role models (parents, mentors, entrepreneurs, and digital figures) and social media platforms contribute

to shaping their alertness to business ideas. By focusing on this generation, the study seeks to provide insights into how entrepreneurial awareness and opportunity recognition emerge among young people who are expected to be the next drivers of economic and business innovation in Indonesia.

3.3 Population and Sample

3.3.1 Population

According to Sekaran and Bougie (2016), a population refers to the entire group of people, events, or things of interest that the researcher intends to examine. Creswell (2014) also explains that a population consists of individuals who share similar characteristics, while Sugiyono (2017) defines population as a generalization area composed of objects or subjects that have specific qualities and characteristics determined by the researcher to be studied and concluded upon.

Based on these definitions, the population in this study is Generation Z individuals in Bandar Lampung who meet the specific characteristics established for this research. The criteria used to determine the population are as follows:

1. Belong to Generation Z, born between the years 1997 and 2012.
2. Are within the age range of approximately 18–27 years and reside in the city of Bandar Lampung.
3. Have experience in entrepreneurial activities, either by currently running a business or having previously engaged in business-related practices such as selling, offering services, or managing small-scale ventures.

This population was selected because Generation Z is highly active on social media, frequently exposed to role models (both direct and digital), and increasingly involved in early-stage entrepreneurship. These characteristics make them a relevant group for examining the influence of role models and social media on their alertness to business ideas.

3.3.2 Sample

Determining an appropriate sample size is essential to ensure that the results of quantitative research are reliable and generalizable. Sekaran & Bougie (2016), citing Roscoe (1975), state that sample sizes larger than 30 and less than 500 are generally appropriate for most research. They further explain that for multivariate

studies, including analyses such as multiple regression, the required sample size should be several times, preferably ten times or more than the number of variables included in the model.

In this study, the research model consists of two independent variables and one dependent variable, resulting in a total of three variables. Following Sekaran & Bougie's guideline (2016), the minimum sample size should therefore be at least $10 \times 3 = 30$ respondents. However, Roscoe's broader range (30–500) and Sekaran's emphasis on ensuring adequate representation support the use of a larger sample to increase reliability and generalizability.

Based on these considerations, this study adopts a sample size target within the commonly used range of 100–200 respondents, aligning with Sekaran & Bougie's (2016) recommendations for behavioural and multivariate research.

3.4 Source of Data

The data used in this research are primary data. According to Sekaran & Bougie (2016), primary data refer to information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study. In this research, the primary data will be collected through the distribution of questionnaires directly to Generation Z in Bandar Lampung, who serve as the object of this study.

3.5 Data Collection Method

In this research, data are collected using a questionnaire, which is a structured data collection tool widely employed in quantitative studies. According to a Roopa & Rani (2012), "a questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic"

This method will be used to gather data directly from Generation Z respondents in Bandar Lampung, who are the focus of this study. By using a structured questionnaire, the research will efficiently collect consistent and comparable quantitative data, support objective analysis and enable effective generalization.

The questionnaire in this research uses a Likert scale as the measurement technique for the responses. According to Joshi et al. (2015), the Likert scale is a psychometric scale commonly applied in research using questionnaires, and it is the most widely

used approach to scaling responses in survey research, allowing respondents to specify their level of agreement with given statements. Similarly, Nemoto & Beglar (2014) explain that Likert-type scales use fixed choice response formats designed to measure attitudes or opinions, typically in terms of agreement or disagreement. In this study, the Likert scale provides respondents with a structured range of choices that reflect the degree of their agreement toward each item. This approach is suitable because it ensures comparability of responses and allows quantitative analysis through statistical methods. The Likert scale used in this research is presented as shown below in Table 3.1.

Table 3.1 Likert Scale

Scale	Response
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Source: Arranged by Author

3.6 Research Variable

According to Creswell (2014), a variable is a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the subjects being studied. Similarly, Sekaran and Bougie (2016) state that variables are anything that can assume varying values, such as attitudes, behaviors, or demographic characteristics. Based on these definitions, research variables are the measurable elements in a study that represent concepts to be examined, and they are divided into independent variables and dependent variables.

3.6.1 Independent Variable

An independent variable is one that influences the dependent variable either positively or negatively; the variance in the dependent variable is accounted for by the independent variable (Sekaran & Bougie, 2016). In this study, the independent variables are as follows:

1. Role Models (X1)

A role model in the entrepreneurial context is defined as an individual whose behavior, achievements, or personal qualities serve as inspiration and guidance for others. Bosma et al. (2012) describe role models as reference points that can influence the development of entrepreneurial attitudes and behaviors. In this research, the measurement of the role model variable will use indicators adapted from Bosma et al. (2012), which serve as the basis for the questionnaire items.

2. Social Media (X2)

Social media is a digital platform that facilitates interaction, knowledge exchange, and access to diverse information that can shape entrepreneurial thinking. Park et al. (2017) emphasize that social media functions as a catalyst, strengthening the relationship between prior knowledge, alertness to business ideas, and the recognition of opportunities. In this study, the social media variable will be measured using indicators derived from Park et al. (2017), which are applied in the questionnaire as the instrument of data collection.

3.6.2 Dependent Variable

A dependent variable is the outcome variable in a study, representing what the researcher aims to explain, predict, or understand. According to Sekaran & Bougie (2016), the dependent variable is the variable of primary interest, where the goal of the research is to identify the factors that influence it and to explain its variability.

1. Alertness to Business Ideas (Y)

Alertness to Business Ideas (ABI) refers to the cognitive ability to recognize opportunities that may be overlooked by others, by interpreting environmental signals and connecting different pieces of information. Park et al. (2017) highlight that social media exposure can enhance such cognitive alertness, supporting the creation and recognition of entrepreneurial opportunities. In this research, ABI will be measured using indicators developed by Park et al. (2017), which are used as the basis for constructing the questionnaire items.

3.7 Operational Variable and Indicators

Table 3.2 Operational Table

Variable	Indicators	Scale
Role Model (X_1) (Bosma et al., 2012)	1. I admired this entrepreneur before I started (in the phase of the further development of) my company.	Likert Scale 1–5 (4 items)
	2. With this entrepreneur in mind, I thought: 'If (s)he can do this, I can do this too.'	
	3. This entrepreneur has been a positive example for me at the start-up (further development) of my company.	
	4. This entrepreneur has really supported me with starting up (after starting up) my firm.	
Social Media (X_2) (Park, 2017)	1. I often use social media to obtain work-related information and knowledge.	Likert Scale 1–5 (5 items)
	2. I regularly use social media to maintain and strengthen communication with colleagues in my work.	
	3. I can gain lots of knowledge from contacts/customers in social network systems.	
	4. I use social media to contact customers.	
	5. I can gain lots of knowledge from contacts/customers in social network systems.	
Alertness to Business Ideas (ABI) (Y) (Park, 2017)	1. I always have ideas for new business.	Likert Scale 1–5 (6 items)
	2. While going about day-to-day activities, I still explore new business ideas.	
	3. I always keep an eye out for new business ideas when looking at information.	
	4. I have special sensitivity toward new business ideas.	
	5. I have frequent interactions with others to acquire new information.	
	6. I always keep an eye out for new business ideas when looking for information.	

Source: Arranged by Author

3.8 Pilot Test

3.8.1 Definition

In this thesis, the term pilot test is used to describe the preliminary testing of the research instrument with a limited number of respondents. In international literature, this process is often referred to as a pilot study. While a pilot study may cover broader aspects of research design such as logistics and procedures, a pilot test is usually narrower in scope and focuses specifically on evaluating the validity and reliability of the questionnaire. Therefore, the term pilot test is applied here to emphasize that the main purpose was to examine the measurement instrument prior to the full-scale data collection Thabane et al. (2010).

3.8.2 Sample and Procedure

The pilot test in this research involved 30 respondents from Generation Z (Gen Z) who are located in Bandar Lampung. Gen Z was chosen because this study focuses on their entrepreneurial alertness, role models, and the influence of social media, making them the most relevant group for testing the instrument. The respondents were undergraduate students who fall within the age category of Gen Z (born approximately between 1997 and 2012). The use of a small sample size in pilot testing is considered acceptable. The primary goal of a pilot test is not to conduct hypothesis testing, but rather to identify potential issues in the questionnaire, check item clarity, and assess the preliminary validity and reliability of the instrument. According to Johanson & Brooks (2010), pilot tests are commonly conducted with 10 to 30 participants, which is generally sufficient to reveal problems with measurement instruments.

In this study, the pilot test data were analyzed using Confirmatory Factor Analysis (CFA) to check construct validity and Cronbach's Alpha to check reliability. CFA was chosen for the pilot test because it helps to see whether the questionnaire items are already grouped according to the expected constructs. For the main study, the validity test will use Pearson's product-moment correlation, since it is more suitable for larger sample sizes and can show the relationship between each item and the total score. The reliability test in the main study will still use Cronbach's Alpha.

This process makes sure that the pilot test can give an early indication of whether the instrument is appropriate, so that in the main study the questionnaire can be used with more confidence as a valid and reliable measurement tool.

3.8.3 Validity and Reliability

In the pilot stage, the validity of the instrument was examined through Confirmatory Factor Analysis (CFA), which is commonly used to explore the underlying structure of constructs before the main study. Several indicators were reviewed in the CFA output:

1. Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

The KMO measure assesses the adequacy of the sample for factor analysis. According to Hair (2010), a KMO value greater than 0.50 indicates that factor analysis is appropriate, with 0.70–0.80 categorized as good, 0.80–0.90 as great, and values above 0.90 as excellent. Bartlett's Test of Sphericity should also be significant ($p < 0.05$), which confirms that there are sufficient correlations among items for factor extraction.

2. Communalities

Communalities represent the proportion of each variable's variance that can be explained by the extracted factors. Hair (2010) state that communalities of at least 0.50 are considered acceptable, although in pilot research, values of 0.30–0.49 may be tolerated. Low communalities suggest that the variable does not fit well with the factor solution and might be considered for removal.

3. Total Variance Explained

This table provides the cumulative percentage of variance explained by the extracted factors. In social science research, a cumulative variance of 50% or more is generally considered satisfactory (Hair, 2010). A higher explained variance indicates that the factors account for a substantial portion of the data structure.

Reliability shows whether an instrument gives consistent results when used repeatedly. According to Sugiyono (2017) a questionnaire is considered reliable if the Cronbach's Alpha value is greater than 0.70. In this pilot test, constructs with Alpha values above 0.70 were therefore considered reliable and suitable for the main study.

3.8.4 Results of Validity Pilot Test

1. KMO and Bartlett's Test

The results of the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity are presented in Figure 3.1. The KMO value was 0.551, which is above the minimum threshold of 0.50 as suggested by Hair (2010). This indicates that the sample size was adequate for factor analysis, although it falls within the "mediocre" range compared to higher standards (0.70–0.80 is considered good).

Bartlett's Test of Sphericity was also significant ($\chi^2 = 415.212$, $df = 136$, $p < 0.001$), showing that the correlation matrix was not an identity matrix. Therefore, the data were suitable to proceed with Confirmatory Factor Analysis (CFA).

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.551
Bartlett's Test of Sphericity	Approx. Chi-Square	415.212
	df	136
	Sig.	<.001

Figure 3.1 Results of KMO and Bartlett's Test from SPSS Output

2. Communalities

The communalities table shows how much of each item's variance is explained by the extracted factors. According to Hair (2010), communalities with values above 0.50 are generally considered acceptable because they indicate that the item shares enough variance with the factor solution. Items with communalities below 0.50 may have weaker contributions and need to be reviewed. In this study, as shown in figure 3.2, most items had communalities higher than 0.50, such as RM1 (0.825), RM2 (0.729), ABI2 (0.847), and ABI3 (0.825). This suggests that these items were well represented by the extracted factors. However, a few items like SM2 (0.474) and ABI5 (0.271) had communalities below the recommended threshold, which indicates that these items were less well explained by the factor solution. Even so, since this is a pilot test, items with slightly lower values may still be considered acceptable, but they should be carefully evaluated for the main study.

Communalities		
	Initial	Extraction
Role Model (RM)	1.000	.825
RM2	1.000	.729
RM3	1.000	.760
RM4	1.000	.668
Social Media (SM)	1.000	.728
SM2	1.000	.474
SM3	1.000	.641
SM4	1.000	.724
SM5	1.000	.617
Alertness to Business Ideas (ABI)	1.000	.830
ABI2	1.000	.847
ABI3	1.000	.825
ABI4	1.000	.650
ABI5	1.000	.271
ABI6	1.000	.714

Extraction Method: Principal Component Analysis.

Figure 3.2 Communalities results from SPSS output

3. Total Variance

The Total Variance Explained table shows how much of the total variance in the data can be accounted for by the extracted factors. According to Hair (2010), in social science research, a cumulative variance of at least 50% is generally considered sufficient to represent the construct structure. The higher the cumulative variance, the better the extracted factors explain the overall dataset.

In this study, the analysis in figure 3.3, produced three main components with eigenvalues greater than 1. Together, these three components explained a cumulative variance of 67.315%. This result exceeds the recommended minimum of 50%, which means that the extracted factors were able to represent the underlying constructs (Role Model, Social Media, and Alertness to Business Ideas) quite well. After rotation, the variance was more evenly distributed across the factors (36.514%, 17.782%, and 13.019%), which also improved the interpretability of the factor structure.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.079	41.639	41.639	7.079	41.639	41.639	6.207	36.514	36.514
2	2.902	17.069	58.708	2.902	17.069	58.708	3.023	17.782	54.296
3	1.463	8.606	67.315	1.463	8.606	67.315	2.213	13.019	67.315
4	1.310	7.704	75.018						
5	.858	5.047	80.065						
6	.746	4.388	84.454						
7	.652	3.834	88.287						
8	.389	2.289	90.576						
9	.380	2.234	92.809						
10	.334	1.962	94.771						
11	.282	1.659	96.430						
12	.239	1.407	97.837						
13	.159	.936	98.774						
14	.111	.652	99.426						
15	.072	.422	99.848						
16	.018	.107	99.955						
17	.008	.045	100.000						

Extraction Method: Principal Component Analysis.

Figure 3.3 Total Variance Explained results from SPSS output

3.8.5 Results of Reliability Pilot Test

The reliability of all research instruments in the pilot test was assessed using Cronbach's Alpha, with a minimum acceptable value of 0.70 as recommended by Sugiyono (2017). As presented in Table 3.3, the Role Model (RM) construct, which consists of six items, achieved a Cronbach's Alpha of 0.857, indicating strong internal consistency. The Social Media (SM) construct with five items produced a Cronbach's Alpha of 0.799, exceeding the required threshold and confirming that the items reliably measure the intended concept. Similarly, the Alertness to Business Ideas (ABI) construct, comprised of six items, obtained a Cronbach's Alpha of 0.911, which is categorized as very high reliability. Overall, the results show that all three constructs exhibit reliable internal consistency and are appropriate for use in the main study.

Table 3.3 Reliability Test Result

Construct	Number of Items	Cronbach's Alpha	Interpretation
Role Model	4	0.857	Reliable
Social Media	5	0.799	Reliable
Alertness to Business Ideas	6	0.911	Reliable

Source: Arranged by Author

3.9 Data Analysis Method

Data analysis is the process of organizing and examining data so that research questions can be answered and hypotheses tested. According to Sekaran & Bougie

(2016), data analysis involves arranging the collected data in such a way that patterns can be identified, hypotheses can be verified, and conclusions can be drawn. In this study, the data will be analyzed using quantitative methods with the assistance of the Statistical Package for the Social Sciences (SPSS) software version 31. SPSS provides the statistical tools required to test the validity and reliability of the questionnaire, perform classical assumption tests, and carry out hypothesis testing through multiple regression analysis, supported by the t-test and the coefficient of determination (R^2). Additionally, bootstrap resampling with 5000 iterations is applied in the regression analysis as an alternative estimation technique. This method is used to obtain more robust standard errors and confidence intervals, particularly because bootstrap does not require the data to meet the normality assumption. Therefore, all significance tests in the regression model are based on the bootstrap 5000-resample results.

3.9.1 Validity Test

Validity refers to the level of accuracy between the data obtained and the actual object of study. A questionnaire is considered valid if the items within it are able to measure what they are intended to measure (Sugiyono, 2019). To test the validity of the questionnaire in this study, the Pearson Product Moment correlation formula is used, with the assistance of SPSS software.

The formula for Pearson Product Moment is as follows:

$$r_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

r_{xy} = product moment coefficient

n = number of respondents

X = statement score

Y = total score

The decision-making criteria are as follows:

- If r count $>$ r table, then the item is declared valid.

- If $r_{\text{count}} < r_{\text{table}}$, then the item is declared invalid.

In this research, items are tested at a significance level of 95% ($\alpha = 0.05$).

3.9.2 Reliability Test

Reliability refers to the extent to which a measurement instrument produces consistent results when applied repeatedly. According to Sugiyono (2017), a reliability test is carried out to assess whether a questionnaire consistently measures the same construct. A reliable instrument will yield stable and dependable results even when tested multiple times.

In this study, the reliability of the questionnaire is tested using the Cronbach's Alpha coefficient, with the help of SPSS software. The formula for Cronbach's Alpha is:

$$\alpha = \left(\frac{K}{K - 1} \right) \left(\frac{S_r^2 - \sum S_1^2}{S_x^2} \right)$$

Where:

α = Cronbach's Alpha coefficient

K = number of items/questions

$\sum S_1^2$ = variance of each item

S_x^2 = total variance

The decision criteria are as follows:

- If $\alpha > 0.70$, the instrument is considered reliable.
- If $\alpha < 0.70$ alpha, the instrument is considered not reliable.

In general, a questionnaire is considered to have acceptable reliability if Cronbach's Alpha is greater than 0.70. Values between 0.70–0.80 are regarded as good, while values above 0.80 indicate very strong reliability of the instrument.

3.9.3 Classical Assumption Test

Classical assumption tests are conducted to ensure that the regression model used is not biased and can provide accurate estimates (Ghozali, 2018). These tests are important because they validate whether the regression model fulfills the

fundamental requirements of the classical linear regression assumptions. In this research, the classical assumption tests carried out include the multicollinearity test, and heteroscedasticity test. Each of these tests serves a different purpose in confirming that the regression model is appropriate for hypothesis testing, and they can be explained as follows:

1. Multicollinearity Test

The multicollinearity test aims to identify whether there is a strong correlation among the independent variables. Multicollinearity can lead to biased estimates of regression coefficients and make it difficult to distinguish the effect of each independent variable. This test is carried out using Tolerance values and the Variance Inflation Factor (VIF) provided by SPSS.

Decision criteria:

- If Tolerance > 0.10 and VIF < 10 , it indicates that there is no multicollinearity.
- If Tolerance < 0.10 and VIF > 10 , it indicates the presence of multicollinearity.

2. Heteroscedasticity Test

The heteroscedasticity test is used to examine whether the variance of residuals is constant across different values of the independent variables. A good regression model should exhibit homoscedasticity (constant variance). If heteroscedasticity occurs, the model estimates may become inefficient. In this study, the heteroscedasticity test is conducted using the Glejser test in SPSS.

Decision criteria:

- If the significance value (Sig) > 0.05 , it means that heteroscedasticity does not occur.
- If the significance value (Sig) < 0.05 , it indicates that heteroscedasticity occurs.

3.9.4 Bootstrapping Approach with 5000 Resamples

Bootstrap is a computer-based method of statistical inference that uses resampling with replacement from the observed data to approximate the sampling distribution

of a statistic. In this process, many new samples are generated from the original dataset, and the statistic of interest, such as a regression coefficient or a correlation value, is recalculated for each resample. The resulting empirical distribution is then used to estimate standard errors, bias, and confidence intervals without relying on assumptions of normality or large-sample theory. This makes bootstrap especially suitable for data that are non-normal or based on ordinal measurements, as often found in social science research. (Davison & Hinkley, 1997; Effron & Tibshirani, 1993; Horowitz, 2019)

In this study, the bootstrap procedure is performed using 5000 resamples to obtain stable and reliable estimates. The decision criteria for determining significance are based on the bias-corrected and accelerated (BCa) confidence intervals produced by the bootstrap. A regression coefficient is considered significant when the 95 percent BCa confidence interval does not include the value zero, and this is supported by the significance value provided in the bootstrap output, where values below 0.05 indicate statistical significance.

3.9.5 Multiple Linear Regression Analysis Using 5000 Bootstrap Resamples

Multiple regression analysis is a statistical technique used to examine the relationship between one dependent variable and two or more independent variables. According to Sugiyono (2013), multiple regression analysis is applied when the researcher intends to predict the dependent variable based on two or more independent variables. This method is appropriate for this study because it seeks to analyze the influence of Role Model (X_1) and Social Media (X_2) on Alertness to Business Ideas (Y).

In this research, the estimation of regression coefficients and hypothesis testing will be conducted using the Bootstrap resampling method. Bootstrapping is applied because it provides robust parameter estimation without requiring strict distributional assumptions, making it suitable for regression analysis under non-parametric conditions. The significance levels and confidence intervals used to evaluate the effect of each variable in this study will be based on Bootstrap estimates generated from 5000 resamples.

The multiple regression equation used in this research is:

$$Y = a + b_1x_1 + b_2x_2 + e$$

Where:

- Y = dependent variable (Alertness to Business Ideas)
- a = constant
- b_1, b_2 = regression coefficients of the independent variables
- x_1 = Role Model
- x_2 = Social Media
- e = error term

3.9.6 Hypothesis Testing Using 5000 Bootstrap Resamples

Hypothesis testing is conducted to assess whether the hypotheses formulated in this research are supported by the collected data. According to Sugiyono (2017), hypothesis testing is a procedure used to evaluate the significance of the relationship between variables and to determine whether a proposed hypothesis can be accepted or rejected.

In this study, hypothesis testing is carried out using two analytical tools, namely the t-test and the coefficient of determination (R^2). Both tests are applied within the framework of the Bootstrap method, meaning that the significance values and confidence intervals used to evaluate the hypotheses are based on Bootstrap resampling results. This approach provides more robust estimates for the regression model. The procedures for hypothesis testing in this research are explained as follows::

1. T-test

The t-test is used to determine the individual effect of each independent variable on the dependent variable. In this research, the t-test examines whether Role Model (X_1) and Social Media (X_2) each have a significant influence on Alertness to Business Ideas (Y). The decision for hypothesis acceptance is based on the Bootstrap-generated significance values (Sig.) and the confidence intervals obtained from 5000 resamples.

Decision criteria:

- 1) If Sig. $< 0.05 \rightarrow$ the independent variable has a significant effect on the dependent variable (hypothesis accepted).

- 2) If Sig. > 0.05 → the independent variable does not have a significant effect on the dependent variable (hypothesis rejected).

Using the Bootstrap significance ensures that the hypothesis testing remains reliable even when assumptions of traditional parametric testing are relaxed. This provides a stronger basis for concluding whether each independent variable contributes meaningfully to the dependent variable.

2. Coefficient of Determination (R^2)

The coefficient of determination (R^2) is used to assess how much of the variation in the dependent variable is explained collectively by the independent variables. In this study, R^2 indicates the proportion of variance in Alertness to Business Ideas (Y) that can be explained by Role Model (X_1) and Social Media (X_2). While the R^2 value is obtained from the regression model, the interpretation of the model's significance is supported by Bootstrap confidence intervals, which provide a more stable assessment of the model's explanatory power.

Interpretation criteria:

- An R^2 value closer to 0 → the independent variables have weak explanatory power.
- An R^2 value closer to 1 → the independent variables have strong explanatory power.

R^2 complements the t-test by showing the overall contribution of both independent variables together, while the t-test focuses on the significance of each variable individually.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was conducted to examine the influence of role model and social media on alertness to business ideas among Generation Z in Bandar Lampung. Based on the results of the analysis, several conclusions can be drawn:

1. First, the findings indicate that role model has a positive influence on alertness to business ideas among Generation Z in Bandar Lampung. Exposure to entrepreneurial role models helps students become more aware of business opportunities and encourages them to think about possible ideas that can be developed into entrepreneurial activities. Role models provide inspiration and examples that support the process of identifying and generating business ideas, with public figures or influencers have a strong influence for Generation Z.
2. Second, the results show that social media also has a positive influence on alertness to business ideas among Generation Z in Bandar Lampung. Through social media, students gain access to information, entrepreneurial content, and real examples of business activities that increase their awareness of potential opportunities. Social media enables students to observe trends, explore ideas, and become more sensitive to business possibilities in their surroundings, especially through content sharing platforms such as TikTok and YouTube.

These findings shows that role model and social media both play important roles in shaping alertness to business ideas among Generation Z in Bandar Lampung. Through exposure to entrepreneurial figures and business-related content on social media, students become more aware of potential opportunities and are encouraged to think creatively about possible business ideas. This study shows that alertness to business ideas among Generation Z is influenced by their surrounding environment, particularly the examples they observe and the information they frequently

encounter. The conclusions of this research can serve as a reference for developing entrepreneurship related programs and for future studies that focus on strengthening opportunity awareness among Gen.

5.2 Suggestion

Based on the results and conclusions of this study, several suggestions are proposed as follows:

1. For Universities

Considering the significant influence of role models on alertness to business ideas, universities are encouraged to develop structured and continuous mentoring or coaching programs for students. These programs should not be limited to one-time seminars, but implemented as regular activities that allow sustained interaction between students and role models. Alumni who have successfully built businesses or achieved professional success after graduation can be involved as mentors, as they are more relatable and relevant to undergraduate students. Through regular mentoring and coaching sessions, students can gain practical insights, inspiration, and real examples that support their ability to recognize and develop business ideas.

2. For Companies and Managers

Companies and business managers are encouraged to play a more active role in supporting the entrepreneurial development of Generation Z by providing exposure to real business processes and opportunities. This can be done through collaboration programs such as internships, project-based learning, business challenges, or innovation competitions that involve young people directly. In addition, companies can utilize social media platforms to share entrepreneurial experiences, market insights, and business trends that may stimulate opportunity awareness among Generation Z. Such initiatives can help young individuals better understand market conditions and identify potential business ideas.

3. For Generation Z

Generation Z is encouraged to use social media more purposefully and strategically as a source of entrepreneurial learning and opportunity

exploration. Social media can serve not only as a platform for entertainment, but also as a medium for gaining business ideas, learning from entrepreneurial content, and identifying potential income opportunities. By actively engaging with positive and business-related content, Generation Z can increase their alertness to emerging trends and market gaps. Social media also offers opportunities for entrepreneurial activities such as content creation, digital marketing, and online business development, which can be explored responsibly and creatively.

4. For Future Research

This study has several limitations that open opportunities for future research. Future researchers are recommended to examine additional variables that may influence alertness to business ideas, such as creativity, prior entrepreneurial experience, family background, psychological capital, or digital entrepreneurial competence. Further studies may also consider using different research methods, expanding the research area beyond Bandar Lampung, or focusing on different demographic groups. Such research is expected to provide a more comprehensive understanding of the factors that shape entrepreneurial alertness among young individuals.

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