THE INFLUENCE OF E-COMMERCE, SOCIAL MEDIA, ACCOUNTING INFORMATION SYSTEMS, AND INCOME EXPECTATIONS ON ENTREPRENEURIAL DECISION-MAKING OF ACCOUNTING STUDENTS AT UPN VETERAN EAST JAVA

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Abstract

This study aims to examine the influence of E-Commerce, social media, Accounting Information Systems, and Income Expectations on the entrepreneurial decision-making of accounting students at UPN Veteran East Java. Using a quantitative approach, data were collected from students through structured questionnaires and analyzed using multiple regression techniques. The results reveal that all four variables—E-Commerce, social media, Accounting Information Systems, and Income Expectations—have a significant positive effect on students' entrepreneurial decision-making. E-Commerce was found to be the most dominant factor, highlighting the crucial role of digital platforms in shaping students' readiness and motivation to start their own businesses. Social media contributes by providing access to market trends and networking opportunities, while Accounting Information Systems support better financial management and decision-making. Additionally, Income Expectations serve as a motivating factor, encouraging students to pursue entrepreneurship as a viable career path. These findings suggest that integrating technology and financial awareness in entrepreneurship education can effectively enhance students' ability to make informed entrepreneurial decisions. This study provides valuable insights for educational institutions aiming to foster entrepreneurship among accounting students in the digital era.

Keywords: E-Commerce, Social Media, Entrepreneur, Accounting Information System

INTRODUCTION

Along with technological advancements, particularly in the digital realm, an increasing number of opportunities have emerged for individuals, including university students, to initiate and develop their own businesses. The digital era has provided broad access to various resources and platforms that enhance business efficiency, enabling entrepreneurs to operate with lower costs, wider market reach, and greater adaptability to the dynamic nature of the marketplace. This condition has spurred innovation and expanded entrepreneurial horizons, positioning entrepreneurship as a promising career option among the younger generation.

Entrepreneurship itself is the process of creating, managing, and developing a business to generate profit. This activity requires creative and innovative thinking, as well as the courage to make strategic decisions. According to Novitasari et al. (2021), entrepreneurship is not merely about starting a business but also encompasses the ability to identify opportunities, manage risks, and adapt to changes in the business environment. In this context, university students—as part of the younger generation with strong digital literacy—possess considerable potential to engage in entrepreneurship while simultaneously developing managerial and leadership skills from an early stage.

Digital transformation has opened access to a variety of tools such as e-commerce, social media, and information systems that are instrumental in supporting business activities. E-commerce, for instance, allows students to start businesses without the need for physical stores, relying instead on digital platforms that reach consumers more broadly and efficiently. Taufiq and Indrayani (2022) state that e-commerce plays a crucial role in expanding markets, improving operational efficiency, and providing an optimal shopping experience. Furthermore, Ahmad et al. (2022) add that the features of e-commerce support every stage of business operations, from marketing and transactions to customer service.

In addition to e-commerce, social media has also become a vital tool in modern business practices. Platforms such as Instagram, TikTok, and YouTube provide spaces for building brands, engaging with customers, and exploring business ideas through inspirational content. Social media not only serves as a promotional channel but also acts as a source of entrepreneurial knowledge and inspiration for students. The social interactions within these platforms contribute to increasing motivation and interest in pursuing entrepreneurial ventures.

Another technical aspect that supports business sustainability is the effective management of financial and non-financial information. In this regard, Accounting Information Systems (AIS) are essential for monitoring transactions, preparing financial reports, and developing appropriate business strategies. According to Anggreani et al. (2022), AIS assists in collecting, processing, and storing data necessary for decision-making. AIS does not only manage financial data but also integrates non-financial information, which is essential in forming more holistic and adaptive business strategies in response to market changes (Wulandari et al., 2020).

Beyond technological and systemic factors, financial considerations also play a critical role in encouraging students to start their own businesses. One of the primary motivations is income expectation, which refers to an individual's anticipation of earning higher profits compared to employment in the formal sector. This expectation drives students to view entrepreneurship as a viable path toward economic independence. Suryadi (2024)

explains that realistic income expectations can strongly motivate entrepreneurial intention, particularly when students possess knowledge about business strategies and promising market prospects. Income expectation is also closely linked to perceived behavioral control, in which higher expectations of profit increase students' motivation to take risks and act proactively in launching a business.

Previous studies have demonstrated that factors such as e-commerce, social media, and accounting information systems significantly influence students' entrepreneurial decision-making. For example, Darmawan et al. (2022) and Ningsih & Sari (2021) found that e-commerce encourages students' entrepreneurial intentions, although these findings contrast with those of Suryani (2019) and Putra & Darma (2021), who found that the influence of e-commerce is not always significant. Similarly, in the context of social media, research by Laksana & Wijaya (2022) indicates a positive impact on entrepreneurial interest, while Hanifah & Sari (2020) found that students primarily use social media for entertainment rather than entrepreneurial education.

On the other hand, studies by Auligya & Moch (2023) and Juwita & Santoso (2021) reveal that accounting information systems support more structured and informed business decision-making. However, other research such as that by Novita & Chairunnisa (2021) suggests that not all students are able to utilize AIS optimally, thereby limiting its influence on entrepreneurial decision-making.

According to Siregar and Lubis (2022), income expectation significantly affects students' entrepreneurial interest, with students tending to view entrepreneurship as a pathway to economic independence. Similarly, Noor and Anwar (2022) found that the higher an individual's income expectation from a business venture, the stronger the intention to engage in entrepreneurship. Research by Fathiyannida and Erawati also underscores that expectations regarding future earnings serve as a key motivating factor for entrepreneurial interest. Likewise, Nugraha (2019) emphasized that students' perceptions of promising income prospects can lead them to prefer becoming entrepreneurs rather than employees. Collectively, these findings reinforce the argument that income expectations are a crucial element in the decision-making process to pursue entrepreneurship.

Based on the aforementioned background, the researcher identifies a research gap that warrants further investigation, particularly regarding the combination of technological, informational, and financial factors influencing students' entrepreneurial decision-making. Therefore, this study focuses on analyzing the influence of e-commerce, social media, accounting information systems, and income expectations on the entrepreneurial decision-making of Accounting students from the 2021 and 2022 cohorts at UPN Veteran Jawa Timur.

REVIEW OF LITERATURE

E-Commerce

E-commerce, or electronic commerce, refers to buying and selling goods or services through electronic media, primarily the internet. This process occurs via various digital platforms such as websites, mobile applications, or marketplaces, enabling sellers and buyers to interact without face-to-face meetings. E-commerce offers opportunities for students to start and run businesses without needing a physical store or interrupting other activities (Taufiq, 2022). According to Wirtz et al. (2021), e-commerce is defined as the use of digital technology to facilitate value exchange between organizations and individuals, emphasizing

changes in business landscapes, wider access to global markets, efficient distribution channels, and rich data analytics. With technological advances, e-commerce now involves more integrated and complex aspects beyond mere transactions, including logistics, payments, and customer relationship management, forming a comprehensive ecosystem that supports smooth commercial processes (Syaharani & Mayangsari, 2022).

Social Media

Social media serves as a platform enabling users to communicate, share content, and establish social connections online. It acts as a digital channel facilitating individuals and organizations to create, disseminate, and discuss various ideas and information (Siwi et al., 2021). Social media plays a critical role in shaping public opinion and influencing consumer behavior. With millions of users, platforms like Facebook, Instagram, Twitter, and TikTok allow companies or individuals to reach broad and targeted audiences. Entrepreneurs utilize social media to introduce products, build customer relationships, and quickly receive feedback on their offerings. Furthermore, social media enables users to engage in conversations, share content, and build online communities based on shared interests or goals (Kusuma et al., 2024). Additionally, social media offers entrepreneurs opportunities to monitor market trends, track changes in consumer preferences, and interact directly with audiences. Features like paid advertising and analytics allow entrepreneurs to run more targeted promotions and accurately measure their effectiveness, ultimately supporting better business decision-making. Thus, social media functions not only as a communication tool but also as an effective marketing and market research instrument.

Accounting Information Systems

Accounting Information Systems (AIS) are systems designed to collect, store, process, and distribute financial data required by organizations to generate accurate and relevant information for managers, investors, or regulators. With technological advances, AIS now integrates sophisticated technologies like cloud computing, artificial intelligence, big data, and blockchain to enhance efficiency, security, and business decision support. The system must align with organizational strategies to ensure information supports sustainability and long-term goals. Hartono et al. (2020) highlight key components of AIS in Indonesia, including hardware, software, databases, networks, and human resources, emphasizing integration with other management information systems to boost organizational performance. Furthermore, human resources competency is crucial in operating technology-based AIS effectively (Sari et al., 2021). Despite rapid technological growth, low human resource capability can limit optimal use of these systems. Therefore, training and development of technical skills and technology understanding must be prioritized to ensure professionals can operate AIS efficiently. The success of technology implementation in AIS depends heavily on human adaptability and maximization of technology potential.

Income Expectations

Income refers to all receipts earned by a person as compensation for engaging in business activities. This compensation can take the form of wages, interest, rent, or profit (Sudremi, 2007). According to Adji (2004), income is money received by a person from a company, whether in the form of salary, wages, rent, interest, or profit, including various health benefits or pensions. Income is the earnings obtained by a person, either in the form of money or goods (Hermina et al., 2011). Adhitama (2014) defines income expectation as a person's hope to earn higher income, where higher income expectations increase the interest

in entrepreneurship. Zimmerer et al. (2008) explain income expectation as a person's anticipation of the income they will receive after performing a job. Being an entrepreneur can bring substantial profits. Entrepreneurship allows one to earn potentially high and even unlimited income according to one's hopes to fulfill needs and desires. The amount of income received from entrepreneurship depends on the results of the work or efforts undertaken. The desire to earn unlimited income influences a person's interest in entrepreneurship. Furthermore, Wijayanto (2009) states that individuals who work for themselves have a greater chance of success than those who work for others.

RESEARCH METHOD

This study adopts a quantitative approach grounded in the positivist paradigm, with the primary objective of testing pre-formulated hypotheses. This approach utilizes numerical data collected from a population or sample through a research instrument in the form of a Likert-scale questionnaire ranging from 1 to 5. The main focus of the study is on students from the Accounting Study Program at UPN Veteran East Java, class of 2020, with a total population of 289 students. Based on the Slovin formula with a 10% margin of error, a minimum sample size of 74 respondents was determined. The sampling technique employed is probability sampling of the simple random sampling type, in which every member of the population has an equal chance of being selected. The sample criteria include accounting students from the 2020 cohort who have completed courses in entrepreneurship, management information systems, and accounting information systems. The type of data used is primary data, collected through questionnaires distributed directly to the respondents.

The object of this research refers to students of the Accounting Study Program at UPN Veteran East Java, class of 2020, who serve as the central focus in measuring the influence of various variables on entrepreneurial decision-making. According to Sugiyono (2018), research objects can consist of individuals, activities, phenomena, or other entities that become the focal point of data collection and analysis. In this study, the independent variables consist of e-commerce, social media, accounting information systems, and income expectations, while the dependent variable is entrepreneurial decision-making. Each variable is operationally defined—for instance, e-commerce is measured based on accessibility, security, service speed, and related aspects. Social media is assessed in terms of its role in information sharing, two-way communication, and skill development. The accounting information system is measured based on effectiveness, availability, and system service capabilities. Income expectations are evaluated based on the potential for high, unlimited, and greater-than-employee earnings. The entrepreneurial decision-making variable is measured using indicators such as enjoyment, attention, awareness, and willingness to start a business.

The data collection process was conducted through the distribution of questionnaires as the primary method for obtaining information from respondents. The questionnaire was designed with closed-ended statements using a Likert scale to reflect respondents' attitudes or perceptions of each variable indicator. According to Sugiyono (2020), questionnaires are an effective method for collecting primary data directly from research subjects. In this case, students from the 2020 cohort serve as the primary data source, providing responses to all measured indicators. All collected data were subsequently analyzed quantitatively to identify the relationships between the independent and dependent variables. This study aims to

provide empirical insight into the extent to which digital technology development, information systems, financial motivation, and income expectations influence students' tendency to engage in entrepreneurial decision-making amid current economic challenges. Through this systematic approach, the research findings are expected to make a significant contribution to the development of entrepreneurship education policies within higher education institutions.

RESULTS AND DISCUSSION

Evaluation of the Measurement Model

The outer model involves an analysis of the validity and reliability of the PLS indicators. Indicator validity consists of convergent validity and discriminant validity, while reliability is assessed through composite reliability.

Convergent Validity

Convergent validity is evaluated by examining the outer loadings table. The threshold for the loading factor is 0.5. If the loading factor exceeds 0.5, convergent validity is considered to be achieved; if it is below 0.5, the construct should be dropped from the analysis (Hair et al., 2019: 112–113).

In this study, all constructs in the initial model met the convergent validity threshold, as all indicators for each variable had outer loading values greater than 0.5. Therefore, the model is deemed appropriate for further analysis without requiring modifications. The output for convergent validity was generated using SmartPLS version 3.0.

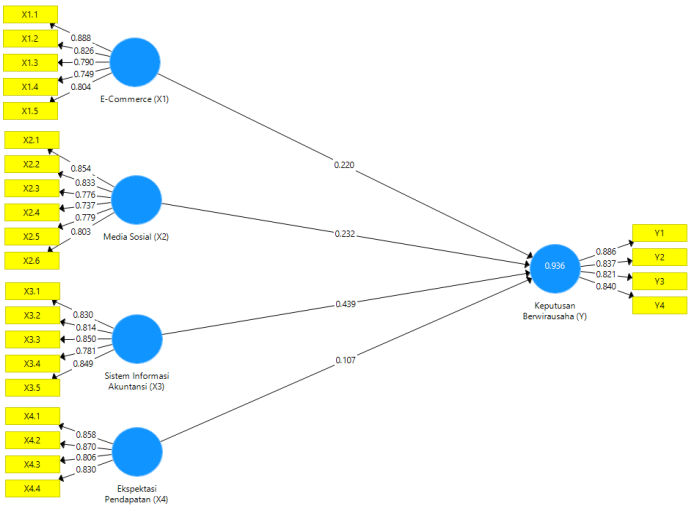

Figure 1.
Outer Loading Values of the Initial Model
Source: Processed Data from SmartPLS 3.0 (2025)

Table 1.
Convergent Validity Results

Variable	Indicator	Outer Loading	Remarks
E-Commerce (X1)	**X1.1**	**0,888**	**VALID**
	X1.2	**0,826**	**VALID**
	X1.3	**0,790**	**VALID**
	X1.4	**0,749**	**VALID**
	X1.5	**0,804**	**VALID**
Social Media (X2)	**X2.1**	**0,854**	**VALID**
	X2.2	**0,833**	**VALID**
	X2.3	**0,776**	**VALID**
	X2.4	**0,737**	**VALID**
	X2.5	**0,779**	**VALID**
	X2.6	**0,803**	**VALID**
Accounting Information Systems (X3)	**X3.1**	**0,830**	**VALID**
	X3.2	**0,814**	**VALID**
	X3.3	**0,850**	**VALID**
	X3.4	**0,781**	**VALID**
	X3.5	**0,849**	**VALID**
Income Expectations (X4)	**X4.1**	**0,858**	**VALID**
	X4.2	**0,870**	**VALID**
	X4.3	**0,806**	**VALID**
	X4.4	**0,830**	**VALID**
Entrepreneurial Decision-Making (Y)	**Y1**	**0,886**	**VALID**
	Y2	**0,837**	**VALID**
	Y3	**0,821**	**VALID**
	Y4	**0,840**	**VALID**

Source: Processed Data using Smart PLS 3.0 (2025)

Based on Table 1, it can be observed that proxies with an outer loading factor value greater than 0.7 are considered appropriate to be used as indicators that can reflect their respective variables (Hair et al., 2019: 112–113). The E-Commerce variable (X1) is reflected by five indicators: X1.1, X1.2, X1.3, X1.4, and X1.5. The results of statistical data processing using SmartPLS version 3.0 to calculate the outer loading factor values show that all values for X1.1, X1.2, X1.3, X1.4, and X1.5 are greater than 0.7, thus deemed suitable to serve as indicators representing the E-Commerce variable (X1).

The Social Media variable (X2) is reflected by six indicators: X2.1, X2.2, X2.3, X2.4, X2.5, and X2.6. The statistical data processing using SmartPLS version 3.0 to calculate the outer loading factor values shows that all values for X2.1 through X2.6 exceed 0.7,and are therefore considered valid indicators for representing the Social Media variable (X2).

The Accounting Information System variable (X3) is reflected by five indicators: X3.1, X3.2, X3.3, X3.4, and X3.5. The statistical processing results using SmartPLS version 3.0 reveal that the outer loading factor values for X3.1, X3.2, X3.3, X3.4, and X3.5 are all

above 0.7, which confirms their eligibility as indicators for the Accounting Information System variable (X3).

The Income Expectation variable (X4) is reflected by four indicators: X4.1, X4.2, X4.3, and X4.4. The results of data analysis using SmartPLS version 3.0 indicate that all proxy values exceed 0.7, making them appropriate to be used as indicators for the Income Expectation variable (X4).

The Entrepreneurial Decision-Making variable (Y) is reflected by four indicators: Y.1, Y.2, Y.3, and Y.4. Based on the statistical analysis using SmartPLS version 3.0, all outer loading factor values for Y.1 to Y.4 are greater than 0.7, indicating their suitability as indicators for the Entrepreneurial Decision-Making variable (Y).

Discriminant Validity

Discriminant validity is conducted to ensure that each construct of the latent variables is distinct from the others (Hair et al., 2019: 114–115):

Table 2.
Discriminant Validity Calculation Results

Indicator	E-Commerce (X1)	Social Media (X2)	Accounting Information Systems (X3)	Income Expectations (X4)	Entrepreneurial Decision-Making (Y)
X1.1	**0,888**	0,780	0,799	0,858	0,792
X1.2	**0,826**	0,772	0,810	0,706	0,814
X1.3	**0,790**	0,722	0,691	0,729	0,735
X1.4	**0,749**	0,688	0,741	0,626	0,702
X1.5	**0,804**	0,742	0,699	0,776	0,744
X2.1	0,742	**0,854**	0,764	0,764	0,765
X2.2	0,812	**0,833**	0,826	0,722	0,835
X2.3	0,681	**0,776**	0,709	0,830	0,726
X2.4	0,688	**0,737**	0,754	0,505	0,685
X2.5	0,714	**0,779**	0,681	0,870	0,752
X2.6	0,724	**0,803**	0,769	0,648	0,741
X3.1	0,712	0,684	**0,830**	0,609	0,744
X3.2	0,789	0,819	**0,814**	0,722	0,802
X3.3	0,769	0,826	**0,850**	0,736	0,813
X3.4	0,758	0,799	**0,781**	0,721	0,744
X3.5	0,774	0,753	**0,849**	0,705	0,816
X4.1	0,888	0,780	0,799	**0,858**	0,792
X4.2	0,714	0,779	0,681	**0,870**	0,752
X4.3	0,777	0,723	0,658	**0,806**	0,723
X4.4	0,681	0,776	0,709	**0,830**	0,726
Y.1	0,786	0,820	0,836	0,762	**0,886**
Y.2	0,833	0,808	0,787	0,783	**0,837**
Y.3	0,774	0,756	0,789	0,707	**0,821**
Y.4	0,768	0,808	0,806	0,760	**0,840**

Source: Processed Data using Smart PLS 3.0 (2025)

Based on Table 2, it is shown that the cross-loading values for indicators X2.2, X2.3, X2.4, X2.5, X3.2, X3.4, and X4.1 are lower when associated with their respective variables compared to other variables. Therefore, a re-examination is necessary by removing (dropping) the problematic indicators—namely, X2.2, X2.3, X2.4, X2.5, X3.2, X3.4, and X4.1.

Table 3.
Discriminant Validity Calculation Results

Indicator	E-Commerce (X1)	Social Media (X2)	Accounting Information Systems (X3)	Income Expectations (X4)	Entrepreneurial Decision-Making (Y)
X1.1	**0,888**	0,734	0,727	0,727	0,793
X1.2	**0,826**	0,636	0,740	0,677	0,814
X1.3	**0,790**	0,674	0,607	0,695	0,735
X1.4	**0,749**	0,557	0,712	0,582	0,702
X1.5	**0,804**	0,703	0,603	0,750	0,744
X2.1	0,742	**0,904**	0,646	0,733	0,766
X2.6	0,724	**0,897**	0,668	0,600	0,741
X3.1	0,712	0,597	**0,899**	0,547	0,743
X3.3	0,768	0,724	**0,912**	0,704	0,813
X3.5	0,774	0,647	**0,892**	0,665	0,816
X4.2	0,714	0,600	0,625	**0,904**	0,752
X4.3	0,777	0,636	0,560	**0,810**	0,723
X4.4	0,681	0,669	0,641	**0,851**	0,726
Y.1	0,786	0,718	0,798	0,738	**0,886**
Y.2	0,833	0,738	0,711	0,748	**0,838**
Y.3	0,774	0,632	0,750	0,680	**0,821**
Y.4	0,768	0,743	0,716	0,735	**0,839**

Source: Processed Data using Smart PLS 3.0 (2025)

Based on Table 3, it is shown that the cross-loading values for each indicator of their respective latent variables are higher compared to their cross-loadings with other latent variables. This indicates that each latent variable has achieved good discriminant validity, where none of the latent variables share highly correlated indicators with other constructs.

Discriminant validity can also be assessed by comparing the square root of the Average Variance Extracted (AVE) of each construct with the correlation between that construct and others within the model. The AVE value should be greater than 0.50 or should have a p-value less than the 5% level of significance (Hair et al., 2019: 114–115). The discriminant validity measurement results in this study are presented in the table below:

Table 4.
AVE Values (Stage 1)

Variable	AVE
E-Commerce (X1)	0.661
Social Media (X2)	0.810
Accounting Information Systems (X3)	0.812
Income Expectations (X4)	0.733
Entrepreneurial Decision-Making (Y)	0.717

Source: Processed Data using Smart PLS 3.0 (2025)

Based on Table 4, all variables have AVE values above 0.50, indicating that all constructs possess adequate discriminant validity. From these results, it can be concluded that all variables are valid and can be confidently used. Once validity has been established, reliability testing is conducted for all variables used in this study.

Composite Reliability

Reliability testing is needed to measure the stability and consistency of an instrument in assessing a concept or variable. Reliability criteria can also be seen from the reliability coefficient of a construct (Hair et al., 2019: 111–112). In this study, reliability is measured using composite reliability values. A measurement tool is considered reliable if the reliability coefficient is greater than 0.70 (Hair et al., 2019: 111–112). The composite reliability values are presented in the following table:

Table 5.
Composite Reliability Results

Variable	Composite Reliability
E-Commerce (X1)	0.907
Social Media (X2)	0.895
Accounting Information Systems (X3)	0.929
Income Expectations (X4)	0.891
Entrepreneurial Decision-Making (Y)	0.910

Source: Processed Data using Smart PLS 3.0 (2025)

Based on Table 5, all variables have composite reliability values above 0.70. These results indicate that all variables in this study are reliable and can be used confidently for further analysis.

Structural Model Evaluation

The structural model (or inner model) testing is conducted to measure the overall relationship among variables in this study. The purpose of evaluating the inner model is to determine the degree of influence among variables, as well as the overall strength of relationships within the constructed system. In this study, the inner model measurement utilizes the R^2 (R-Square) value to test the effect among variables.

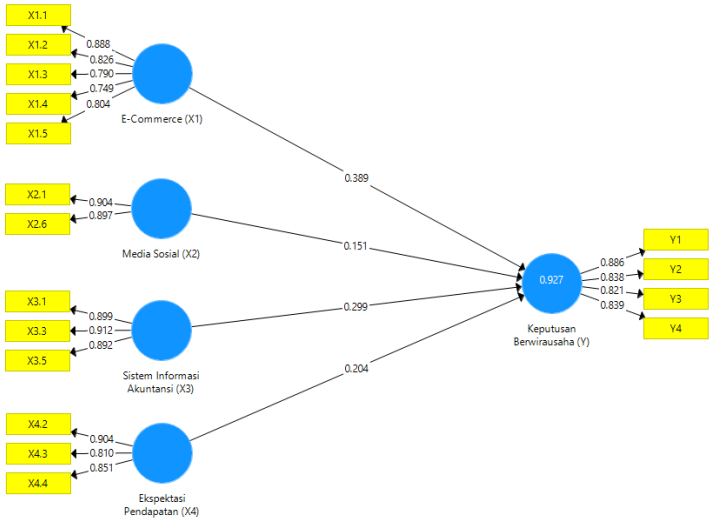

Figure 2.
Structural Model of the Study
Source: Processed Data using Smart PLS 3.0 (2025)

Coefficient of Determination (R Square)

R Square (R^2), or the coefficient of determination, is used to measure the goodness of fit of a regression equation. It provides the proportion or percentage of the total variation in the dependent variable that can be explained by the independent variables. The R^2 value ranges from 0 to 1, and the closer the value is to 1, the better the model fits (Hair et al., 2019: 114–115).

According to R^2 classification, a model is considered strong (≥ 0.70), moderate (≥ 0.45), or weak (≥ 0.25). The R^2 values obtained in this study are as follows:

Table 6.
R Square (R^2) Values

Variable	R Square
E-Commerce (X1)	-
Social Media (X2)	-
Accounting Information Systems (X3)	-
Income Expectations (X4)	-
Entrepreneurial Decision-Making (Y)	**0.927**

Source: Processed Data using Smart PLS 3.0 (2025)

Based on Table 6, the R^2 value for Entrepreneurial Decision (Y) is 0.927, indicating that E-Commerce (X1), Social Media (X2), Accounting Information System (X3), and Income Expectation (X4) collectively explain 92.7% of the variance in Entrepreneurial Decision (Y). The remaining 7.3% can be explained by other variables not included in this study.

Hypothesis Testing

The estimated path coefficient values between constructs must be statistically significant. The significance of these relationships is determined using bootstrapping or jackknifing procedures. The result is a t-statistic value, which is then compared with the t-

table value. If the t-statistic > t-table (1.96) at a 5% significance level, the path coefficient is considered significant (Hair et al., 2019: 120).

This study tests three hypotheses, and the results of each hypothesis test are presented below:

Table 7.
Bootstrapping Results

Relationship Between Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Remarks
E-Commerce (X1) -> Entrepreneurial Decision Making (Y)	0.389	0.416	0.114	3.425	**0.001**	**Significants**
Social Media (X2) -> Entrepreneurial Decision Making(Y)	0.151	0.183	0.066	2.284	**0.023**	**Significants**
Accounting Information Systems (X3) -> Entrepreneurial Decision Making (Y)	0.299	0.293	0.054	5.528	**0.000**	**Significants**
Income Expectations (X4) -> Entrepreneurial Decision Making (Y)	0.204	0.195	0.069	2.940	**0.0003**	**Significants**

Source: Processed Data from Smart PLS 3.0 (2025)

H1: E-Commerce Has a Significant Influence on Entrepreneurial Decision-Making

Based on the results of the testing shown in Table 7, the influence of E-Commerce on entrepreneurial decision-making shows a positive standardized coefficient value of 0.389, a t-statistic of 3.425 > t-table (1.988), and a P-Value of 0.001 < 0.05. Thus, Hypothesis H1 is accepted. This indicates that the influence of E-Commerce on entrepreneurial decision-making is proven to be positively significant. Therefore, the proposed hypothesis stating that "E-Commerce has a significant influence on entrepreneurial decision-making" is supported with a positive direction of influence in this study.

H2: Social Media Has a Significant Influence on Entrepreneurial Decision-Making

Based on the results of the testing shown in Table 7, the influence of Social Media on entrepreneurial decision-making shows a positive standardized coefficient value of 0.151, a t-statistic of 2.284 > t-table (1.988), and a P-value of 0.023 < 0.05. Therefore, Hypothesis H2 is accepted. This implies that the influence of Social Media on entrepreneurial decision-making is proven to be positively significant. Thus, the proposed hypothesis stating that "Social Media has a significant influence on entrepreneurial decision-making" is supported with a positive direction of influence in this study.

H3: Accounting Information Systems Have a Significant Influence on Entrepreneurial Decision-Making

Based on the results of the testing shown in Table 7, the influence of Accounting Information Systems on entrepreneurial decision-making shows a positive standardized coefficient value of 0.299, a t-statistic of 5.528 > t-table (1.988), and a P-Value of 0.000 < 0.05. Hence, Hypothesis H3 is accepted. This indicates that the influence of Accounting Information Systems on entrepreneurial decision-making is proven to be positively significant. Therefore, the proposed hypothesis stating that "Accounting Information Systems have a significant influence on entrepreneurial decision-making" is supported with a positive direction of influence in this study.

H4: Income Expectations Have a Significant Influence on Entrepreneurial Decision-Making

Based on the results of the testing shown in Table 7, the influence of Income Expectations on entrepreneurial decision-making shows a positive standardized coefficient value of 0.204, a t-statistic of 2.940 > t-table (1.988), and a P-Value of 0.003 < 0.05. Thus, Hypothesis H4 is accepted. This indicates that the influence of Income Expectations on entrepreneurial decision-making is proven to be positively significant. Therefore, the proposed hypothesis stating that "Income Expectations have a significant influence on entrepreneurial decision-making" is supported with a positive direction of influence in this study.

The Influence of E-Commerce on Entrepreneurial Decision-Making

The results of the hypothesis testing show that E-Commerce has a significant influence on entrepreneurial decision-making. This indicates that students of the Accounting Department at UPN "Veteran" East Java are utilizing E-Commerce as a means to carry out business activities. This is aligned with the findings of Putri & Nurkhin (2020), which state that E-Commerce is capable of assisting entrepreneurial actors in making the right decisions. This research is also consistent with a study by Silvya & Setyowati (2021), which explains that E-Commerce has a positive and significant influence on entrepreneurial decision-making, meaning that the better the use of E-Commerce, the greater the accuracy in entrepreneurial decisions made.

The Influence of Social Media on Entrepreneurial Decision-Making

The results of the hypothesis testing show that Social Media has a significant influence on entrepreneurial decision-making. This finding demonstrates that students of the Accounting Department at UPN "Veteran" East Java utilize social media platforms, such as WhatsApp, Instagram, Facebook, and TikTok, to promote and introduce their business products to consumers. This result is supported by the research of Permana & Haryono (2021), which found that Social Media positively influences students' entrepreneurial decision-making. Social Media is used as a platform to promote the products and services offered by entrepreneurs. Likewise, a study by Santosa & Hermawan (2020) also showed that Social Media has a significant influence on students' entrepreneurial decision-making.

The Influence of Accounting Information Systems on Entrepreneurial Decision-Making

The results of the hypothesis testing show that the Accounting Information System has a significant influence on entrepreneurial decision-making. This indicates that students of the Accounting Department at UPN "Veteran" East Java can manage their business

finances well by utilizing accounting information systems in their entrepreneurial activities. The findings of this study are supported by research from Murwaningsari & Ichsan (2020), which states that an accounting information system is a system that provides accurate information that can be used by business actors to make various decisions. This is also in line with the research of Desfi Rahmi (2019), which revealed that an accounting information system significantly influences the quality of decision-making, and with higher-quality decisions, entrepreneurial activities can run more effectively and efficiently.

The Influence of Income Expectations on Entrepreneurial Decision-Making

The results of the hypothesis testing show that income expectations have a significant influence on entrepreneurial decision-making. This demonstrates that students of the Accounting Department at UPN "Veteran" East Java decide to become entrepreneurs in the hope of obtaining better income or wages. This is in line with the opinion of Ardiana & Suryana (2022), which explains that individuals will choose to become entrepreneurs when the income they expect from entrepreneurship is greater than what they receive when working as employees. This research is also supported by the findings of a study by Munthe et al. (2021), which stated that income expectations influence individuals in determining their entrepreneurial decisions.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the variables of E-Commerce, social media, Accounting Information Systems, and Income Expectations partially have a significant effect on the entrepreneurial decision-making of accounting students at UPN Veteran East Java. This is evidenced by the statistical test results showing that each variable has a positive coefficient value, a t-statistic greater than the t-table value, and a significance level (P Values) less than 0.05. E-Commerce shows the most dominant influence, indicating that the utilization of digital technology and online trading platforms is one of the main factors motivating students to start a business. On the other hand, social media plays an important role as a channel for entrepreneurial information and inspiration, while accounting information systems serve as support in a measurable and systematic business decision-making process. Income expectations also encourage students to engage in entrepreneurship due to the hope of earning higher income compared to working conventionally.

These findings reinforce the view that the decision to become an entrepreneur is influenced not only by internal factors such as personal interest and motivation but also by the readiness and perception of students toward various digital tools and economic information that support business activities. Thus, this research provides an important contribution to the development of entrepreneurship knowledge in higher education, especially in the context of accounting students. The university can consider these results to develop technology-based curricula and training, such as training in the use of E-Commerce, business social media management, utilization of accounting information systems, and financial education related to business income projections. By strengthening these four variables, it is expected that students will be able to make entrepreneurial decisions that are more strategic, realistic, and oriented toward independent economic growth in the future.

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