



EXPLORING STUDENTS' POTENTIAL: ENTREPRENEURSHIP EDUCATION AND DIGITAL LITERACY FOR FOSTERING ENTREPRENEURIAL INTEREST GROWTH

¹Uswatun Chasanah, ¹Rahayu Mardikaningsih, ²Jeje Abdul Rojak

¹Universitas Sunan Giri, Surabaya, ²Universitas Islam Negeri Sunan Ampel Surabaya

correspondence: rahayumardikaningsih@gmail.com

Abstract

Entrepreneurship education and digital literacy in higher education have a central role in shaping students' interest in the world of entrepreneurship. This study analyzes the relationship between entrepreneurship education, digital literacy, and students' entrepreneurial interest by taking a sample of 50 respondents from the Sharia Management and Economics Study Program at Sunan Giri University, Surabaya. This study involves a quantitative study using multiple linear regression analysis. This approach allows researchers to measure and analyze the statistical relationship between independent variables, such as entrepreneurship education and digital literacy, with the dependent variable, namely students' entrepreneurial interest. The results of the regression analysis show that the two independent variables, entrepreneurship education and digital literacy, have a positive and significant influence on students' entrepreneurial interest. The managerial implications include strengthening the entrepreneurship curriculum, integrating digital literacy, and supporting extracurricular programs. Universities are expected to play a key role in shaping students into individuals who are ready to face the business world which continues to develop and become digitalized.

Keywords: entrepreneurship education, digital literacy, entrepreneurial interest, higher education, students.

Introduction

As a developing country, Indonesia faces serious challenges in overcoming high unemployment rates. Currently, it appears that the preparation of Indonesia's Human Resources (HR) has not fully met the required quality standards. In responding to the problem of unemployment, the main focus is placed on improving the quality of human resources through an education system that is more effective and relevant to industry needs, while stimulating job creation through encouraging entrepreneurship. It is hoped that these efforts can bring positive changes in overcoming economic and employment challenges, providing a positive impact on Indonesia's long-term development as a dynamic and innovative country.

Entrepreneurship is a very relevant solution, not only as a way to reduce the unemployment rate, but also as an opportunity for students to achieve the desired income. In developing countries, entrepreneurship is a crucial issue that can influence a country's progress. Success in managing a business contributes to individual success and overall national economic progress (Halizah & Darmawan, 2023).

There is a crucial role of entrepreneurship as a determining factor in economic growth. The dynamic nature of entrepreneurship enables the establishment of new businesses and therefore, the creation of new job opportunities. By building an entrepreneurial culture, Indonesia can overcome the challenge of unemployment as a whole. Based on the opinion of Feldman (2014), efforts to encourage students to develop an entrepreneurial spirit will stimulate economic growth and foster innovation and adaptability. Entrepreneurial success not only contributes to personal success, but also to overall national economic progress. Therefore, promoting entrepreneurship is crucial for Indonesia's development, playing an important role in shaping a strong and resilient economy in the future.

The number of unemployed people coming from university graduates in Indonesia is a serious concern, and related concerns are increasing. The majority of students today are more likely to have the desire and interest to become civil servants or private employees. This perception is influenced by traditional views which consider jobs in the formal sector to be more stable, guaranteed security, and offer more attractive benefits.

Factors such as uncertainty in starting their own business, financial risks, and unavailability of capital resources often discourage students from

trying their luck in the world of entrepreneurship. Apart from that, the stigma against failure in entrepreneurship is also a major obstacle. The need for jobs that offer financial stability and security makes many graduates tend to look for conventional jobs.

This causes a mismatch between the needs of a dynamic job market and the availability of college graduates who are not yet ready to become entrepreneurs. In fact, encouraging students to achieve their entrepreneurial potential can create new opportunities, increase economic competitiveness, and reduce unemployment rates (Nurmalasari & Mardikaningsih, 2022; Ummat & Retnowati, 2022). Students must be educated to become strong and independent individuals (Masnawati & Hariani, 2023). Students must think about being more productive, not consumptive (Issalillah & Khayru, 2021; Mardikaningsih & Darmawan, 2023; Negara & Darmawan, 2023). They must be motivated and accustomed to achieving better achievements (Halizah & Mardikaningsih, 2022; Kurniawan & Masnawati, 2022). Governments and educational institutions need to adopt strategies that support the development of entrepreneurial skills, provide a better understanding of the potential and benefits of entrepreneurship, and overcome the stigma associated with failure in the business world. In this way, it can be hoped that college graduates will be more courageous in exploring the world of entrepreneurship so that they can reduce the number of unemployed and stimulate sustainable economic growth.

Higher education has a crucial role in forming individuals and preparing students to become productive members of society. One aspect that is increasingly important is the development of interest in entrepreneurship among students. Entrepreneurship is key in stimulating economic growth and making a positive contribution to the welfare of society.

Through entrepreneurship education, students have the opportunity to gain a deeper understanding of the practical aspects, business ethics, and essential skills needed to achieve success in the world of entrepreneurship. This learning process involves a deep understanding of business planning, risk management, innovation and marketing strategy, which can significantly equip graduates with independence and the potential to become job creators. Thus, entrepreneurship education plays an important

role in shaping students into individuals who not only understand theory but are also able to apply these concepts in a dynamic business environment.

In addition, introducing the concept of entrepreneurship in universities also helps overcome the problem of unemployment by stimulating the spirit of entrepreneurship among students (Nkechi et al., 2012; Chidiebere et al., 2014). By providing the necessary knowledge and skills, universities encourage students to explore their own potential and develop creative ideas that can contribute to the country's economic development.

By combining theory with practical experience, entrepreneurship education in higher education not only provides business skills, but also inspires interest and courage in undertaking an entrepreneurial journey (Bae et al., 2014). Therefore, universities have a responsibility to be effective facilitators in creating an environment that supports the development of students' entrepreneurial spirit, so that they can become major contributors to improving personal welfare and the country's economic growth. By considering these views, universities can design entrepreneurship education that combines theoretical and practical aspects. This program will give students the opportunity to deepen their knowledge of the business world, as well as gain the concrete skills needed to start their own business. Through case-based learning methods, collaboration with industry practitioners, and the guidance of experienced mentors, students can hone their skills in designing innovative solutions and understanding the real dynamics in the field. This focused entrepreneurship education aims to create prospective entrepreneurs, and shape future leaders who are adaptive, visionary, and able to produce a positive impact in the ever-changing global business environment (Blenker et al., 2006; Maziriri & Chivandi, 2020; Ezeani, 2012).

Apart from entrepreneurship education, digital literacy has a significant role in fostering interest in entrepreneurship for students (Bayrakdaroğlu & Bayrakdaroğlu, 2017; Zahid et al., 2023). In today's digital era, the ability to understand and use digital technology is a crucial skill in running a business and starting your own business. Digital literacy helps students understand various digital platforms and tools that can be used to develop businesses, and open up opportunities for access to global markets.

With digital literacy, students can understand digital marketing strategies, data analysis and efficient resource management (Sinambela et al., 2021; Masnawati et al., 2022). This capability is key to optimizing business potential and competing in an increasingly digitally connected world. According to Mardikaningsih et al. (2022), the ability to identify and take advantage of opportunities, creativity, innovative thinking, and the ability to manage risk are highly valued entrepreneurial skills. Therefore, integrating digital literacy into the entrepreneurship education curriculum can provide students with comprehensive provisions and ensure that they are ready to face the challenges of the modern and ever-changing business world.

By going into further detail, the aim of this study has a strong background in recognizing the important role of entrepreneurship education and digital literacy in developing students' entrepreneurial interest. First of all, entrepreneurship education opens the door for students to understand the basic principles of business, management skills, and business strategies needed to start and manage their own business (Fuady et al., 2022). By including entrepreneurship education in the curriculum, students can become familiar with the business planning process, identify market opportunities, and understand business risks.

Meanwhile, digital literacy also has an important role in the business world. Increasingly sophisticated technology will provide real convenience for every user (Kemarauwana & Darmawan, 2020; Wahyudi et al., 2021). Digitally savvy students can more easily access online resources, manage data, and utilize digital platforms for marketing and distribution. Digital literacy gives students a competitive advantage because they can adapt quickly to technological developments and use them for business benefits (Putra & Darmawan, 2022).

Developing more effective educational strategies can raise students' interest and readiness to engage in entrepreneurial activities. Therefore, the aim of this study is to analyze how entrepreneurship education and digital literacy interact and provide support for each other in forming students' interest in the world of entrepreneurship. By exploring an in-depth understanding of the role of both, this study aims to present a more comprehensive view of the factors that have an influence on the growth of interest in entrepreneurship among students.

Method

This quantitative research uses a survey and associative study approach to understand the relationship between the variables being studied. The survey study approach was chosen because it allows researchers to collect data from widely representative respondents so that it can provide a more general picture of students' entrepreneurial interests. The survey facilitates large-scale data collection through a carefully designed questionnaire to cover relevant variables, including participation rates in entrepreneurship education programs and students' digital literacy levels. The respondents involved were 50 students from the management study program and sharia economics study program at Sunan Giri University, Surabaya. The sampling technique uses purposive sampling technique.

Meanwhile, an associative approach is used to explore the causal relationship between these variables. By analyzing the data statistically, this research will try to identify whether there is a correlation between the level of entrepreneurship education and digital literacy and the growth of students' interest in entrepreneurship. This analysis can provide in-depth insight into the extent to which entrepreneurship education and digital literacy play a role in shaping students' entrepreneurial mindsets and interests.

Multiple linear regression analysis tool to determine the role of two independent variables that can influence students' entrepreneurial interest. It is hoped that the results of this research method can make a significant contribution to scientific literature, provide a strong basis for policy formulation, and provide direction for the development of a more effective entrepreneurship education curriculum in higher education.

Fitzsimmons and Douglas (2011) define entrepreneurial intention as a person's intention to start the entrepreneurial process at some point in the future as a commitment to creating a new business in the future. Indicators of interest in entrepreneurship include (a) expression of feelings of interest; (b) happiness; (c) motivation; and (d) encouragement to engage in entrepreneurial activities (Fragoso et al., 2020).

Entrepreneurship education is a learning process designed to equip individuals with the knowledge, skills and attitudes needed to create, develop and manage a business (Neck & Greene, 2011). Bian et al. (2021) put forward three indicators of entrepreneurship education, namely, (a)

entrepreneurial cognition; (b) entrepreneurial ability; and (c) innovative spirit.

Dvorakova and Polents (2021) define digital literacy as an individual's ability to use, understand and interact with digital and information technology effectively. Digital literacy indicators consist of (a) foundational understanding of digital technology; (b) critical assessment of content and information; and (c) search skills in the internet domain (Aulia et al., 2021).

Result and Discussion

There were 50 respondents taken from students of the management study program and sharia economics study program at Sunan Giri University, Surabaya. Of the total 50 students who participated in this research, 30% came from the Management Study Program, while the remaining 20% were students from the Sharia Economics Study Program. In further detail, 40% of students from the Management Study Program are in the sixth semester, while 30% of students from the Sharia Economics Study Program are also in the same semester. At this semester level, 15% of Management students have taken entrepreneurship courses, while 10% of Sharia Economics students have also taken similar courses.

In terms of digital literacy, 25% of Management students show a high level of digital literacy, while 20% of Sharia Economics students have an equivalent level of digital literacy. Of the total, 18% of Management students and 15% of Sharia Economics students admitted that their digital literacy was improved through independent learning on social media. When asked about interest in entrepreneurship, 12% of Management students expressed an active interest in starting their own business, while 8% of Sharia Economics students also showed a similar interest. This shows that, although in different proportions, both have the potential and desire to be involved in the world of entrepreneurship.

This shows that the integration of entrepreneurship education and digital literacy can be a basis for increasing student interest and involvement in the world of entrepreneurship. This data illustrates the diversity between the two study programs, but also shows the potential for development and improvement in facing growing global challenges.

Data quality tests show results that meet the requirements for data validity and reliability. Likewise with the classical assumption test. The regression results can be described as follows in outline only.

Table 1. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.376	4.051		4.536	.000
	X.1	2.843	.593	.538	4.798	.000
	X.2	2.099	.760	.309	2.760	.008

Source: SPSS Output Results

Table 1 provides the results of the regression analysis linking the research variables. The constant (intercept) value of 18,376 indicates that if the values of X1 (entrepreneurship education in universities) and The t value of 4.536 with a significance of .000 indicates that this constant value is statistically significant.

Entrepreneurship Education in Higher Education (X1) has an unstandardized coefficient (B) of 2,843 indicating that with every one unit increase in variable X1 (entrepreneurship education in higher education), we can expect an increase of 2,843 in variable Y (student interest in entrepreneurship). The t value of 4.798 with a significance of .000 indicates that the variable X1 is statistically significant with respect to Y.

Understanding Through Digital Literacy (X2) has an unstandardized coefficient (B) of 2,099 indicating that with every one unit increase in variable X2 (understanding through digital literacy), we can expect an increase of 2,099 in variable Y (student interest in entrepreneurship). The t value of 2.760 with a significance of .008 indicates that the variable X2 is statistically significant with respect to Y.

Overall, the results of the regression analysis show that entrepreneurship education in higher education (X1) and understanding through digital literacy (X2) both have a positive and significant influence on students' interest in entrepreneurship (Y). These findings confirm that students who take good entrepreneurship education and have an adequate level of digital literacy tend to show greater interest in building an entrepreneurial career.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1253.810	2	626.905	28.059	.000 ^b
	Residual	1050.110	47	22.343		
	Total	2303.920	49			

Source: SPSS Output Results

Overall, ANOVA shows that the regression model with a high F-ratio value (28.059) and low significance (.000) shows that the independent variables have a significant simultaneous influence on the student interest in entrepreneurship variable. This indicates that the independent variables in the regression model, namely entrepreneurship education in universities and digital literacy, have a significant simultaneous influence on the student interest in entrepreneurship variable.

Table Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738 ^a	.544	.525	4.72681

Source: SPSS Output Results

The Model Summary table provides a summary of the quality of the regression model. The R value is 0.738, which means the model can explain variations in the data well. The R Square value is 0.544, which means the proportion of variability in the dependent variable that can be explained by the independent variables. In this case, around 54.4% of the variation in students' interest in entrepreneurship can be explained by entrepreneurship education and digital literacy. Thus, this regression model has a fairly high R Square, indicating that the independent variables can provide a significant explanation of students' interest in entrepreneurship.

Entrepreneurship education has been proven to play a central role in shaping entrepreneurial interest among students. This finding is in line with studies from Babatunde and Durowaiye (2014); Bae et al. (2014);

Djazilan and Darmawan (2022); Halizah et al. (2022); Khayru et al. (2022) shows that programs and subjects that focus on aspects of entrepreneurship can positively influence students' interest and willingness to engage in entrepreneurial activities. Entrepreneurship programs have significant advantages because they often encourage close collaboration with professionals and business people. Through this collaboration, students not only gain a deep understanding of business realities, but are also given a golden opportunity to build valuable networks and relationships in the business world. Active engagement with professionals allows students to gain first-hand insight, hearing successful experiences and challenges faced by experienced entrepreneurs. These relationships can provide a strong foundation for students, helping them develop useful connections, gain valuable advice, and perhaps open opportunities for internships, project collaboration, or even starting their own business after graduation.

The implementation of the entrepreneurship program is able to stimulate students' understanding of crucial aspects in the business world. Along with exposure to business concepts and entrepreneurial challenges, students may develop a strong interest in engaging in entrepreneurial activities. The managerial implications of these findings have a significant impact on the management of educational institutions. First, realizing the important role of entrepreneurship education in shaping entrepreneurial interest, higher education institutions must strategically strengthen the entrepreneurship curriculum (Munir et al., 2022). The integration of innovative teaching methods and relevant case studies can increase students' understanding of the realities of the business world. Furthermore, it is important for the management of educational institutions to facilitate student access and participation in extracurricular entrepreneurship programs. Full support for activities like this can provide students with in-depth practical experience and hone their entrepreneurial skills (Mardikaningsih, 2022). By recognizing the strategic role of entrepreneurship education, management of educational institutions can create a learning environment that supports and motivates students to develop an interest in entrepreneurship. Innovation in higher education management is key to ensuring that graduates are academically skilled and trained to become quality entrepreneurs.

Digital literacy has been proven to have a significant impact in shaping students' interest in being involved in the world of entrepreneurship. This is in line with research findings from Bayrakdaroğlu and Bayrakdaroğlu (2017); Setyawati et al. (2022); Hutagalung et al. (2023). In an increasingly digitally connected era, the ability to understand and use information technology has become a very valuable skill in responding to the demands of the global job market (Infante & Mardikaningsih, 2022; Kurniawan et al., 2022; Masnawati & Darmawan, 2023). Students can exchange ideas, share experiences, and support each other in their entrepreneurial journey (Hariani & Irfan, 2023). Social media provides an interactive platform for communicating and networking. Increasing integration of technology in various business and industrial sectors drives the need for students who have strong digital literacy. The ability to manage, analyze and present information through various digital platforms is key to succeeding in an ever-changing work environment. Skills in digital literacy are directly related to students' ability to exploit opportunities and overcome challenges in an entrepreneurial environment. Digital literacy gives students the tools necessary to manage information effectively, communicate online, and adapt to rapid technological change. It can be explained that the integration of digital literacy in the education curriculum can be a key factor in preparing students to enter the business world and develop an entrepreneurial spirit. By utilizing the internet as a marketing tool, businesses can increase their visibility, reach a wider audience, and engage more closely with potential customers. Internet marketing innovation involves developing creative and effective strategies in utilizing the latest technology to create added value for consumers (Darmawan et al., 2023).

The managerial implications of these findings are very important regarding the management of higher education institutions. First, management must ensure that digital literacy becomes an integral part of the education curriculum. By strengthening digital literacy components, students can develop a better understanding of the technology that supports various aspects of business. The next managerial implication is the development of additional digital literacy training programs outside the formal curriculum. This training may include additional certifications, seminars, and workshops that focus on the use of current technologies

related to business and entrepreneurship. By prioritizing digital literacy, higher education management can play a key role in shaping students into individuals who are ready to face the challenges of an increasingly digitalized business world.

Conclusion

In facing the challenge of unemployment and improving the quality of Human Resources (HR) in Indonesia, the role of entrepreneurship education and digital literacy is very important. Entrepreneurship education in higher education plays a major role in providing students with a deep understanding of various aspects of business and management skills essential for entrepreneurship. Through this program, students not only gain knowledge about business planning, market opportunity identification, and business risks, but are also involved in innovative teaching methods and extracurricular entrepreneurship programs that can increase their interest in the world of entrepreneurship.

On the other hand, digital literacy is a key element in preparing students to face a business world that is increasingly connected digitally. The integration of digital literacy in the curriculum ensures that students have the skills to manage information technology in the business environment. Full support for digital literacy includes additional training programs beyond the curriculum, such as additional certifications, seminars and workshops, which focus on the use of current technologies relevant to business and entrepreneurship.

Through regression analysis, the research results show that entrepreneurship education and digital literacy both have a positive and significant influence on students' entrepreneurial interest. Thus, the suggestions given include strengthening the entrepreneurship curriculum, supporting extracurricular entrepreneurship programs, integrating digital literacy in the curriculum, developing additional digital literacy training programs, and ensuring adequate technological infrastructure on campus. It is hoped that by implementing these suggestions, universities can play a strategic role in shaping students into individuals who are ready to face the challenges of the business world which continues to develop and become digitalized.

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