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Digital and Entrepreneurial Literacy in Increasing Students' Entrepreneurial Interest in the Technological Era

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ABSTRACT

This study aims to determine the effect of digital literacy and entrepreneurial literacy on student entrepreneurial interest. The population of this study were students of private universities in Pekanbaru with a sample of 176 respondents selected through accidental sampling. The data collection method was carried out through distributing questionnaires via Google Form. The data analysis technique used is Multiple Linear Regression Analysis with SPSS. The results showed that digital literacy did not have a significant effect on student entrepreneurial interest, so the first hypothesis (H1) was rejected. Although there are indications that increasing digital literacy can increase entrepreneurial interest, the results of statistical analysis show that this influence is not strong enough to be considered significant in the context of this study. On the other hand, entrepreneurial literacy has a positive and significant influence on students' entrepreneurial interest. This means that an increase in entrepreneurial literacy can be expected to significantly increase entrepreneurial interest. Therefore, the second hypothesis (H2) is accepted. The conclusion of this study is that in the context of the population and sample studied, only entrepreneurial literacy significantly affects students' entrepreneurial interest while digital literacy does not have a strong enough or significant effect.

Keywords: Digital Literacy, Entrepreneurial Literacy, Students' Entrepreneurial Interest

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INTRODUCTION

In recent years, more and more university students are interested in becoming entrepreneurs. According to data from the 2021 Global University Entrepreneurial Spirit Students' Survey (GUESSS), around 35% of university students worldwide plan to set up their own business within five years of graduation. In Indonesia alone, a study by the Ministry of Education and Culture in 2022 showed that nearly 40% of university students expressed a strong interest in becoming entrepreneurs.

However, despite the high interest in entrepreneurship, the success rate of new businesses established by students is still relatively low. According to data from the Indonesian Young Entrepreneurs Association (HIPMI), only about 10% of start-ups established by students manage to survive more than three years.

The digital age has brought significant changes in various aspects of life, including in the field of entrepreneurship. In recent years, more and more students are utilizing technology to start and grow their own businesses.

According to data from the Global Entrepreneurship Monitor (GEM) 2022, around 30% of young entrepreneurs around the world run technology-based businesses. In Indonesia alone, a study by the Ministry of Education and Culture in 2022 showed that almost 50% of students who own businesses use digital platforms in their business operations.

However, despite the increasing use of technology in entrepreneurship, there are still challenges faced by students. According to a survey by the Indonesian Young Entrepreneurs Association (HIPMI), around 60% of student entrepreneurs feel that they do not have enough ability to maximize the potential of technology in their business.

This phenomenon shows the importance of digital literacy as part of entrepreneurial literacy in this modern era. Digital technologies not only provide new platforms for learning and doing business, but also influence the way individuals think and act. In this context, digital literacy and entrepreneurial literacy are two important elements that can influence students' interest and ability to become entrepreneurs in this technological era. Digital literacy has an important role in influencing student entrepreneurship, especially in the current era of

technology and information (Putri & Jayatri 2021; Mugiono et al., 2021). Digital literacy helps students gain access to various information relevant to their business, such as knowledge about markets, industry trends, new technologies, and so on (Nanda & Sudiana 2022). With access to this information, students can make better and innovative business decisions. Several studies by Hasmiah et al., (2021) and Anggresta et al., (2022) show that digital literacy has a significant positive effect on student entrepreneurial interest, while research by Islami (2019) shows that digital literacy has no influence on student entrepreneurial interest.

Entrepreneurial literacy has an equally important role in influencing student entrepreneurship (Ahmad et al., 2019). Entrepreneurial literacy helps students understand what entrepreneurship is, including the basic concepts, processes and challenges involved in setting up and running their own business (Alisyahbana et al., 2020). This includes an understanding of business management, marketing strategies, finance and business law. Entrepreneurial iteration also involves developing good decision-making skills. Students learn how to make strategic decisions based on market and risk analysis. Research by Rizqy et al., (2022) and Hasan et al., (2020) shows that entrepreneurial literacy has a significant positive effect on student entrepreneurial interest, while research by Setiawan (2020) shows that entrepreneurial literacy through economic literacy has no effect on student entrepreneurial interest.

This research aims to examine the relationship between digital literacy and entrepreneurial literacy and how these two factors can increase students' interest in entrepreneurship. It will also explore what strategies are most effective in integrating these two types of literacy into higher education to encourage entrepreneurial interest.

The contribution of this research is expected to provide a deeper understanding of the important role of digital literacy and entrepreneurial literacy in stimulating students' interest in entrepreneurship. In addition, the results of this study are expected to be used by higher education institutions as a consideration in designing a more effective curriculum or training program for aspiring young entrepreneurs.

LITERATURE REVIEW

Student Entrepreneurial Interest

Student entrepreneurial interest refers to the desire or motivation of a student to establish and develop their own business. Student entrepreneurial interest is the desire, motivation, or intention of a student to create and run their own venture or business (Hasmiah et al., 2021). It is not just about having a business idea, but also about taking risks, pursuing those opportunities and putting them into practice (Islami 2019). This interest can be influenced by various factors (Nanda & Sudiana 2022), including:

1. Education and Knowledge: Entrepreneurship education and an understanding of how to run a business can increase students' interest in entrepreneurship.
2. Environment: A supportive environment, such as a business-oriented family or a community that supports entrepreneurship can also influence a student's interest in becoming an entrepreneur.
3. Personality: Personal characteristics such as self-confidence, tolerance for uncertainty and risk, and intrinsic motivation to achieve goals can also influence one's interest in becoming an entrepreneur.
4. Practical Experience: Work experience or internships in start-ups or other businesses can provide practical knowledge on how to run a business and this can stimulate entrepreneurial interest.
5. Role Models: Seeing others - such as peers, family members or successful entrepreneurs - succeed in their own endeavors can also motivate one to pursue the entrepreneurial path.

Entrepreneurial interest is very important as it is the first step towards entrepreneurial behavior. Without the interest or desire to become an entrepreneur, it is difficult for an individual to proceed with the actual actions required to start and grow a business.

Digital Literacy

Digital literacy is the skills needed to find, use and create information using digital technology. In today's information age, digital literacy has become an essential part of our daily lives.

Digital literacy goes beyond just the ability to use technological devices; it also involves understanding how information is disseminated and used online. This includes knowledge of how search engines work, how to distinguish between trustworthy and untrustworthy sources of information, and how to communicate effectively in digital formats. The importance of digital literacy is evident in various aspects of our lives. For example, in

education, digital literacy helps students to better access and understand subject matter. In the world of work, these skills are essential for conducting market research or communicating with coworkers or clients. However, not everyone has the same level of digital literacy. There is a huge gap in terms of access to technology and knowledge of how to use it. This gap is often referred to as the "digital divide", and is a major challenge in many countries. To address this gap, many efforts have been made around the world to improve people's digital literacy. This includes formal education in schools as well as training programs for adults. Ultimately, the goal is for every individual to have the skills they need to navigate the digital world successfully - be it in the context of their work or their personal lives.

Digital literacy helps students gain access to various information relevant to their business, such as knowledge about the market, industry trends, new technologies, and so on. With access to this information, students can make better and more innovative business decisions. With digital literacy, students can use social media and other digital platforms to communicate with their customers and market their products or services effectively. This can greatly increase the visibility of their business and reach a wider audience. Based on this, it is formulated:

H1. Digital Literacy has a significant positive effect on Student Entrepreneurship Interest

Entrepreneurial Literacy

Entrepreneurial literacy is the understanding and ability to apply knowledge and skills related to the process of setting up and managing an enterprise or business (Venugopal et al., 2015). It covers various aspects, from opportunity identification, business idea development, to day-to-day operational management.

In the context of education, entrepreneurial literacy plays an important role in equipping students with the tools they need to become successful entrepreneurs. Through entrepreneurship courses at school or university, students learn about basic concepts such as SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, business plans, marketing and sales strategies, financial management and more (Fatoki 2010). But entrepreneurial literacy is not just about technical knowledge. It also involves developing mental attitudes and behaviors that support entrepreneurial activity. For example, tolerance for risk and uncertainty; initiative and proactivity; the ability to see opportunities where others do not; and persistence in the face of adversity.

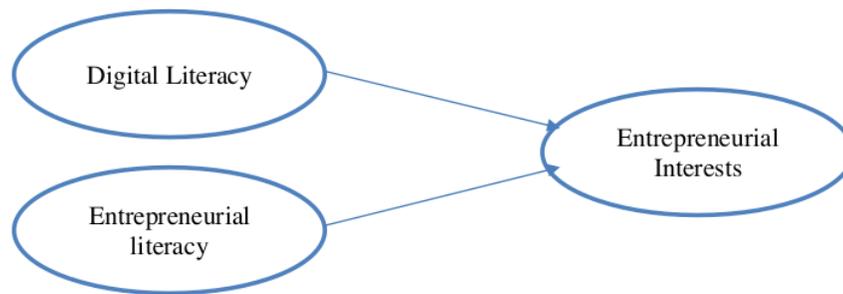
In this fast-changing modern world of work - where lifetime employment is increasingly rare - entrepreneurial literacy is becoming increasingly important. Even for those who do not intend to become entrepreneurs themselves, having an understanding of how businesses work can open doors to more career opportunities (Setiawan 2020). In addition, entrepreneurial literacy can also benefit society more broadly. By encouraging more people to become entrepreneurs - creating new jobs and generating innovative solutions to our problems - we can stimulate economic growth and improve the standard of living for all of us. So in both an individual and socio-economic context, entrepreneurial literacy has an important role to play in shaping our future.

Knowledge and understanding of the entrepreneurial process can increase students' confidence to start their own business. Through entrepreneurial literacy, students learn how to face challenges and obstacles in business and how to survive in difficult situations (Anggresta et al., 2022). Based on this, it is formulated:

H2. Entrepreneurial Literacy has a significant positive effect on Student Entrepreneurial Interest

Framework of Thought

The research framework describes the relationship between Digital Literacy (X1) and Entrepreneurial Literacy (X2) on the dependent variable, namely Student Entrepreneurial Interest (Y).



Source: Processed Data (2023)

Figure 1. Research Framework

RESEARCH METHODS

Population and Sample

The population of this study were students at private universities in Pekanbaru. Due to the large population of students in all universities in Pekanbaru, this study determines the sample size according to Roscoe's opinion, namely for associative quantitative research, the minimum sample size is taken times the number of research variables, so a minimum sample of 90 respondents is obtained. However, in this study, the number of questionnaires was distributed to 200 students and a response of 176 students was obtained. Sampling using accidental sampling by distributing questionnaires via google form to all students in Pekanbaru.

Operational Research variables

This study consists of independent variables, namely Digital Literacy (X1) and Entrepreneurial Literacy (X2) on the dependent variable, namely Student Entrepreneurial Interest (Y). Indicators of entrepreneurial interest (Alisyahbana et al., 2020) are 1) strong will to achieve life goals and needs; 2) strong belief in self-strength; 3) honest and responsible attitude; 4) physical and mental endurance; 5) perseverance and tenacity in work and effort; 6) creative thinking. Digital literacy skills are seen from four indicators (Islami 2019), namely 1) Ethical Digital Media, 2) Safe Digital Media, 3) Digital Media Proficiency, and 4) Digital Media Culture. Entrepreneurial Knowledge or Entrepreneurial Literacy (Rizqy et al., 2022) has several indicators including: 1) high commitment to duty; 2) willingness to take responsibility; and 3) ability to lead.

Data Analysis Technique

Validity Test

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questionnaire is able to reveal something that will be measured by the questionnaire. This validity test uses *Pearson Correlation*, namely by calculating the correlation between the values obtained from the questions. A question is said to be valid if the significance level is below 0.05.

Reliability Test

The reliability test is actually a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if someone's answer to a question is consistent or stable over time. The questionnaire items are said to be reliable (feasible) if Cronbach's alpha > 0.06 and are said to be unreliable if Cronbach's alpha < 0.06. (Ghozali, 2012).

Classical Assumption Test

Simultaneous Test (F Test)

The value used for simultaneous testing is the Fcount value. The significant F test shows that the value of the variation in the dependent variable, namely the purchase decision, which is explained jointly by the independent variables, namely trust, convenience, and promotion, is truly significant and occurs in reality and is not just a coincidence.

Test Coefficient of Determination (R²)

According to (Ghozali, 2012) the coefficient of determination (R²) is a tool to measure how far the model's ability to explain variations in the dependent variable. The coefficient of determination is between zero or one. A small R² value means that the ability of the independent variables to explain the variation in the dependent variable is very limited. And vice versa, if the value is close to 1, it means that the independent variables provide almost all the information needed to predict these variables.

Multiple Regression Test

The analysis method in predicting the capital structure is done by multiple linear regression analysis method. Multiple linear regression method is used to test the effect of more than one independent variable on the dependent variable.

Hypothesis Test (t test)

Hypothesis testing is needed to test whether the independent variable affects the dependent variable. According to (Widarjono, 2013) The T test is a procedure in which sample results can be used to verify the truth or error of the null hypothesis.

RESEARCH RESULTS AND DISCUSSION

Validity Test

From the validity test results, it is found that each statement has a value of $r_{count} > r_{table}$ 0.3 so that it can be said that the instrument used in this study is valid. The test results show the following information:

Table 1. Validity Test Table

Variables	Statement	r _{count}	Description
Entrepreneurial Interests	Y1.1	0,615	Valid
	Y1.2	0,692	Valid
	Y1.3	0,605	Valid
	Y1.4	0,637	Valid
	Y1.5	0,626	Valid
	Y1.6	0,579	Valid
Digital Literacy	X1.1	0,708	Valid
	X1.2	0,664	Valid
	X1.3	0,712	Valid
	X1.4	0,639	Valid
Entrepreneurial Literacy	X2.1	0,519	Valid
	X2.2	0,367	Valid
	X2.3	0,706	Valid

Source: Processed Data 2022

Based on Table 1 above, it can be seen that the correlation value is greater than r_{count} greater than 0.3, so the data is valid. So, it can be concluded that all statement variables used are declared valid and can be used.

Reliability Test

The reliability test aims to determine the extent to which the measurements that have been made in this study can be trusted or reliable. Measurement consistency illustrates that the instrument can work well at different times and situations. The reliability test is carried out by calculating the *Cronbach's Alpha* value of each instrument in a variable. The value to determine the reliability of an instrument is the *Cronbach's Alpha* value > 0.600. The results of the reliability test are shown in the table below:

Table 2. Instrument Reliability Test Results

Variables	Cronbach's Alpha	Decision
Entrepreneurial Interests	0,899	Reliable
Digital Literacy	0,935	Reliable
Entrepreneurial Literacy	0,890	Reliable

Source: Processed Data 2022

The high and low reliability is indicated by a number called the reliability coefficient value. In general, reliability is considered satisfactory if *Cronbach's alpha* has a value > 0.600. Based on Table 2 above, it shows that the *Cronbach's alpha* coefficient value of all variables (x and y variables) has a value greater than 0.600, it can be concluded that all variable statements are reliable.

Normality Test

The normality test aims to test whether in the regression model the dependent variable and the independent variable have a normal distribution or not, the residual value has a normal distribution or not. The normality test used in this study is Kolmogorov Smirnov, namely with the criteria if significant Kolmogorov Smirnov < 0.05 then the data is not normal, otherwise if significant Kolmogorov Smirnov > 0.05 then the data is normal. The results of the normality test can be seen in the figure below:

Table 7. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	3,97590870
Most Extreme Differences	Absolute	.059
	Positive	.045
	Negative	-.059
Test Statistic		.059
Asymp. Sig. (2-tailed)		.200 ^{c, d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: 2022 processed data

Based on the normality test results presented in the table above, it can be seen that the significance value of each variable is greater than $\alpha = 0.05$. Thus, it can be concluded that all variables in this study are normally distributed.

Multicollinearity Test

Multicollinearity test aims to determine whether the relationship between independent variables has a multicorrelation problem or not. Multicorrelation is a very high or very low correlation that occurs in the relationship between independent variables. Multicorrelation test needs to be done if the number of independent variables is more than one. One way to detect is by looking at the VIF (*Variance-Inflating Factor*) value. If VIF < 10 and tolerance > 0.1, then the level of multicollinearity can be tolerated.

Table 8. Multicollinearity Test Results

Variables	Collinearity Statistics	
	Tolerance	VIF
Entrepreneurial Interests	0,538	1,858
Digital Literasi	0,362	2,766
Entrepreneurial Literacy	0,330	3,028

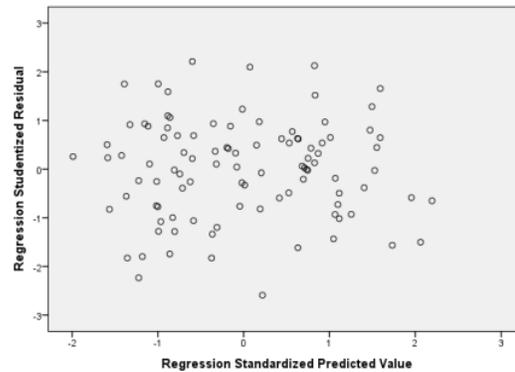
Source: 2022 processed data

Based on the multicollinearity test results in Table 8, it shows that the tolerance and VIF values of each variable have met the multicollinearity requirements and it can be concluded that there is no multicollinearity between the independent variables in this study.

Heteroscedasticity Test

The heteroscedasticity test aims to test whether there is an unequal variance from the residuals of one observation to another in the regression model. A good regression model is if the variance of the residuals from one observation to another is different (heteroscedasticity). Heteroscedasticity can be seen through the plot graph between the predicted value of the dependent variable and its residuals. If the pattern in the figure is shown with

16
 points spreading randomly (without a clear pattern) and spread above and below the number 0 on the Y axis, it can be concluded that there is no heteroscedasticity in the regression model.



Source: Processed Data 2022

Figure 2. Heteroscedasticity test

1
 From the Scatterplot image above, it can be seen that the data spreads randomly above and below point 0 on the Y axis, so there is no heteroscedasticity.

Hypothesis Test

This test compares t_{count} with t_{table} , namely if $t_{count} > t_{table}$ means that the independent variable is able to influence the dependent variable. Conversely, if $t_{count} < t_{table}$, namely if $t_{count} < t_{table}$ means that the independent variable is not able to influence the dependent variable. The t test is used to determine the effect of the independent variable on the dependent variable individually by measuring the relationship between the independent variable and the dependent variable. The results of the partial (t) test on the independent variables are as follows:

Table 12. t Test Results (Partial)

Hypothesis	Unstandardized Coefficient Beta	t	Sig.	Conclusion
Digital literacy on entrepreneurial interest	0,131	1,523	0,131	No Significant Effect
Entrepreneurial literacy on entrepreneurial interest	0,220	2,599	0,011	Significant Effect

Source: Processed Data 2022

In table 12, the linear regression method is used, which produces the beta coefficient (Unstandardized Coefficient Beta), t-statistic (t) value, and p-value or significance (Sig.).

- The beta coefficient of 0.131 indicates that every one unit increase in digital literacy (assuming other variables are constant) will increase entrepreneurial intention by 0.131 units. The t-statistic value is 1.523 and the p-value is 0.131. In the context of social and business research, usually the significance threshold (alpha) is set at 0.05 or 5%. If the p-value is smaller than the alpha then we can conclude that the variable has a significant effect. However, in this case, because the p-value is greater than alpha, the results show that H1 is rejected or digital literacy has no significant effect on entrepreneurial interest.
- The beta coefficient of 0.220 indicates that every one unit increase in entrepreneurial literacy will increase entrepreneurial intention by 0.220 units. The t-statistic value is 2.599 and the p-value is 0.011 which is much smaller than $\alpha = 0.05$ so we can conclude that H2 is accepted or Entrepreneurial Literacy has a significant positive effect on student entrepreneurial interest.

F test

8
 The F statistical test basically shows whether all independent or independent variables included in the model have a joint influence on the dependent or dependent variable. (Ghozali, 2018). To test this hypothesis, the

F statistic is used with the following decision-making criteria: Comparing the calculated F value with the F value according to the table. If the calculated F value is greater than the F value_{tablel}, then Ho is rejected and accepts Hi. Then the F value_{tablel} of this study is 2.47. The following table presents the F Test analysis:

Table 10. F Test Results (Simultaneous)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2,633,263	4	658,316	39,962	,000 ^b
Residuals	1,564,977	95	16,473		
Total	4,198,240	99			

Source: 2022 Processed Data

Based on Table 4.15, it is known that F_{count} is $39.962 > F_{tablel}$ of 2.47, meaning that the independent variables of Digital Literacy (X_1) and Entrepreneurial Literacy (X_2) simultaneously have a significant effect on the dependent variable of Entrepreneurial Interest (Y).

Coefficient of Determination

The Coefficient of Determinance (R^2) is a coefficient that shows the percentage of influence of all independent variables on the dependent variable. The percentage shows how much the independent variable can explain the dependent variable. The greater the coefficient of determination variable, the better the independent variables explain the dependent variable. Thus, the resulting regression equation is good for estimating the value of the dependent variable.

The coefficient of determination will range from 0 to 1. If the coefficient of determination is less than 1, it means that the ability of the independent variables to explain variable variation is limited. Conversely, if the coefficient of determination is close to 1, it means that the independent variables provide all the information needed to predict the dependent variable. The R or R^2 value can be seen in the following table:

Table 11. Test Results of the Coefficient of Determination

Model	r	R Square	Adjusted R Square	Std. Error of the Estimate
1	,792 ^a	,627	,612	4,059

Source: Processed Data 2022

Based on Table 4.16, it can be seen that the coefficient of determination (*Adjusted R Square*) is 0.612, meaning that this shows that Digital Literacy (X_1) and Entrepreneurial Literacy (X_2) contribute to entrepreneurial interest (Y) by 61.2%, and the rest (38.8%) is influenced by other factors not examined in the study.

The Effect of Digital Literacy on Entrepreneurial Interest

In this study, the hypothesis proposed is that digital literacy has a significant effect on entrepreneurial interest. However, the results of the statistical analysis show that the p-value is greater than alpha (0.05), which means that this hypothesis should be rejected. This means that in the sample studied, there is no strong evidence to suggest that increasing digital literacy will increase entrepreneurial interest. In other words, while digital literacy may be important in many aspects of modern life - including education and employment - in the context of entrepreneurship, the relationship may not be as clear-cut.

Of course, this result does not mean that digital literacy is completely irrelevant for entrepreneurship. There could be other factors that influence the relationship between the two variables. For example, it may be that the effect of digital literacy on entrepreneurial interest is only apparent at certain levels of literacy or in certain contexts. Or the effect could be indirect: for example, through its influence on other variables such as business knowledge or self-confidence.

Also, keep in mind that the findings are based on a specific sample and using a specific analysis method. Results may differ with different samples or analysis methods.

So, while the results of this study suggest that digital literacy may not be the main factor influencing entrepreneurial interest - at least in the sample and context of this study - there are still many other questions about the relationship between the two variables that deserve further research.

The Effect of Entrepreneurial Literacy on Entrepreneurial Interest

The results of this study indicate that entrepreneurial literacy has a significant influence on student entrepreneurial interest. In this context, entrepreneurial literacy refers to the understanding and ability to apply knowledge and skills related to the process of setting up and managing a venture or business. The results show that the higher the level of entrepreneurial literacy of university students, the greater their interest in becoming entrepreneurs.

This can be explained by several reasons. First, by having a good understanding of the processes and challenges of self-employment, students may feel more prepared and confident to start their own business. Secondly, through learning about entrepreneurship, they may also gain a greater appreciation of the potential benefits of being an entrepreneur - such as job autonomy, opportunities for financial gain, and the chance to do something they love.

However, it should be noted that although the results of this study provide strong support for the hypothesis, not all students with a high level of entrepreneurial literacy will have an interest in self-employment. There are many other factors that also affect a person's interest in self-employment such as the individual's own personality, socio-economic environment, work experience, etc.

So, although the results showed a positive relationship between entrepreneurial literacy and interest in self-employment, there are still many other questions about what factors other than entrepreneurial literacy also affect a person's interest in self-employment.

CONCLUSION

Based on the research conducted, the following conclusions can be drawn:

1. Digital literacy does not have a significant impact on entrepreneurial interest. Although there is an indication that an increase in digital literacy could potentially improve entrepreneurial intention, the statistical analysis results show that this effect is not strong enough to be considered significant in this context. Therefore, the first hypothesis (H1) is rejected.
2. On the other hand, entrepreneurial literacy has a positive and significant impact on entrepreneurial interest. This means that an improvement in entrepreneurial literacy can significantly increase entrepreneurial intention. Therefore, the second hypothesis (H2) is accepted.

These findings highlight the importance of focusing on improving entrepreneurial literacy to enhance students' interest in entrepreneurship. While digital literacy might also play a role in some contexts or for certain student segments, this research suggests it doesn't have a significant relationship with students' general interest in entrepreneurship. However, it should be noted that these conclusions are based on specific sample and analysis methods used in this study and results may vary under different conditions or situations.

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