The Influence of Digital Literacy, Social Media, and E-Commerce Use on Students' Digital Entrepreneurial Intention

Siti Maesaroh[1*], Ratna Kusumawati[2]
[1] Management Department, Faculty of Economics and Business, Indonesia
[2] Management Department, Faculty of Economics and Business, Indonesia
[*]Email: fimaesah@gmail.com

Abstract

Digitalization has impacted various sectors, one of which is the world of entrepreneurship. Digitalization brings many positive things to the world of entrepreneurship, including forms of promotion, the creation of job opportunities, and increased productivity in social and economic terms. This study aims to determine the effect of digital literacy, social media, and the use of e-commerce on the digital entrepreneurship intention among students. The sampling method uses the probability sampling technique with the purposive sampling method using formula calculation. This study was conducted on 139 students of the 2020-2022 intake of the Management, Accounting, and Islamic Economics Department, Faculty of Economics and Business, Wahid Hasyim University, Semarang. Research data were obtained from questionnaires and analyzed using multiple linear regression. The results of the hypothesis test show that there is a significant influence between digital literacy, social media, and the use of e-commerce on students' digital entrepreneurship intention. In comparison, the remaining 27.8% is explained by other variables not included in the study.

Keyword: Digital Literacy, Social Media, E-commerce Usage, Digital Entrepreneurship Intention

INTRODUCTION

The Industrial Revolution 4.0 provides many challenges and opportunities. Where utilizing technology can improve the quality of creative and innovative human resources. Digital literacy is as important as literacy activities in general, namely reading, writing, calculating, etc. This is important to introduce to today's society living in the reform era. Literacy skills are essentially very important for all aspects of life which are also a support for the progress of Indonesian civilization. Literacy culture aims to accustom people to think starting with reading and writing activities until they can produce a work that is expected to change human behavior. Technological literacy, media literacy, and visual literacy are things that need to be developed in the era of information technology like today. Based on the results of research by Mitchell Kapoor, it show that the younger generation has the skills to access digital media in the current era, but they have not succeeded in keeping up with their ability to use digital media to develop their abilities or potential. If we look back, there are still many young people who do not take advantage of the convenience of digital technology or even they do not know how to use it to generate income. The potential that can be generated from this information technology. By mastering digital literacy, it will help people, especially the younger generation, to develop their potential, especially digital literacy which is used for entrepreneurship.

Advances in information technology have made internet sales media increasingly diverse. Marketplace is a product buying and selling location where sellers and consumers meet on a platform. The next sales media can be a website owned by the business itself and used as a place to buy and sell. In addition, social media and instant messaging are also used as online sales media by many businesses. According to the results of an e-commerce survey conducted in 2022, it shows that almost all businesses make online sales through instant

messaging applications, namely 95.17 percent of businesses. Instant messages can be in the form of WhatsApp, Line, Telegram applications, and so on.

The survey results also confirmed that 41.30 percent of e-commerce businesses sell online through social media, such as Facebook, Instagram, Twitter, TikTok, and YouTube. Furthermore, only 19.75 percent of businesses have sales accounts on digital marketplaces/platforms. The low utilization of digital marketplaces/platforms is homework for the government so e-commerce businesses in Indonesia are interested in switching to digital marketplaces/platforms so they can reach a wider market. Furthermore, there are 7.05 percent of businesses that use e-mail in selling online. In the last order, there are 2.09 percent of businesses that use websites.

Meanwhile, in terms of education, 77.84 percent of business owners/managers during 2022 were dominated by high school/vocational high school graduates or below. The phenomenon of the high number of workers with high school/vocational high school education or below is in line with the results of the 2022 National Labor Force Survey (Sakernas) where the percentage of the working population with a Diploma IV/S1 education or above was 16.34 percent. The percentage of the working population with Diploma I/II/III education was 4.67%. As many as 55.08 and 49.19 percent of medium-large businesses (20-99 workers and 100 people or more) had managers/business owners with Diploma/S1 education. Meanwhile, most businesses with less than 20 workers are owned by managers/business owners with high school/vocational high school education or above. Improving digital skills through various training must be further improved along with the increasing proliferation of digital-based businesses (See Figure 1).

Technological developments are the most real opportunity today to increase interest in entrepreneurship. According to the Ministry of Communication and Information, smartphone usage in Indonesia has reached 89% of the total population of Indonesia, which is equivalent to 167 million people (GoodStats, 2022). There were 204.7 million internet users in Indonesia in early 2022 based on the We Are Social report (GoodStats, 2022). Internet usage in Indonesia has experienced a rapid increase in the last five years (GoodStats, 2022). According to the Ministry of Communication and Information, internet users in Indonesia currently reach 63 million people. Of that number, 95 percent use the Internet to access social networks.

For a young generation, social media is a golden opportunity to start a new business, because it does not require large operational capital so it can be a solution for entrepreneurs in solving big problems such as financial, social, monetary, and personal risks (Schmutzler 2019; Olanrewaju, 2020). The use of social media is one of the factors that can influence interest in entrepreneurship. In line with research conducted by Fortuna and Wijaya (2022) which also stated that social media has an influence on interest in entrepreneurship in students of the Faculty of Economics and Business, Tarumanegara University. This also shows that social media is one of the factors that can influence interest in entrepreneurship. Meanwhile, other research, namely research conducted by Dirgantara (2023), stated that social media influences interest in entrepreneurship. This shows that social media has an influence on the intensity of entrepreneurship in adolescents in the Yogyakarta area.

In digital entrepreneurship, the term e-commerce is no stranger to the public, especially students. E-commerce can be accessed by anyone. E-commerce is a platform that offers convenience where sales and purchases of goods or services are processed through a computer network, in this case via the Internet. In this digital era, its development can provide opportunities for increasing business through e-commerce and creating new digital-based jobs. Utilizing e-commerce, it will increase the productivity of marketing goods and services, because the internet provides information for 24 hours. E-commerce provides an opportunity for entrepreneurs to expand or increase their profits of selling goods that are widely traded at a small or low cost. The third thing is skills in digital literacy, social media, and e-commerce

will provide opportunities, and self-confidence and foster students' interest in digital entrepreneurship with knowledge and technological advances. Digital literacy and social media are both expected to be opportunities for students can utilize information technology to open new businesses and increase income. Based on this description, this study aims to analyze the role of Digital Literacy, Social Media, and the Use of E-Commerce which influence the interest in digital entrepreneurship.

LITERATURE REVIEW

Digital Literacy

Digital literacy was first put forward by Paul (in Riel, et.al. 2012). He stated that digital literacy is the ability to empower technology and information, a skill in using digital devices effectively and efficiently in various contexts such as academics, careers, and everyday life (Riel, et.al. 2012).

Social Media

According to research by Arrezqi et al. (2022) stated that social media is a combination of sociological aspects and technological aspects that change monologues (one to many) into dialogues (many to many) and is an innovation of information that changes the way someone thinks who usually only reads content into someone who can publish content. This process means showing students how certain knowledge affects them, serves their purposes, and satisfies their needs. Social media is a means for consumers to share text, image, audio, and video information with companies and vice versa.

Use of E-Commerce

According to Nurhalijah et al. (2024), e-commerce is the purchase, sale, and marketing of goods and services through electronic systems. Such as television, radio, and computers or internet networks. Everyone who has an internet connection can participate in e-commerce activities.

Digital Entrepreneurial Intention

Digital entrepreneurial Intention is a desire in the heart of an individual who is interested in creating a business that then someone organizes, manages, bears risk, and balances the business (Al-Mamary& Alraja, 2022).

Theoretical Framework

Figure 2 is the theoretical framework of the research. Based on the figure, the following hypothesis can be proposed:

H1: Digital Literacy has a positive and significant effect on digital entrepreneurial intention.
H2: Social Media has a positive and significant effect on digital entrepreneurial intention.
H3: The use of E-Commerce has a positive and significant effect digital entrepreneurial intention.
H4: Digital Literacy, Social Media, and the Use of E-Commerce have a positive and significant effect on digital entrepreneurial intention.

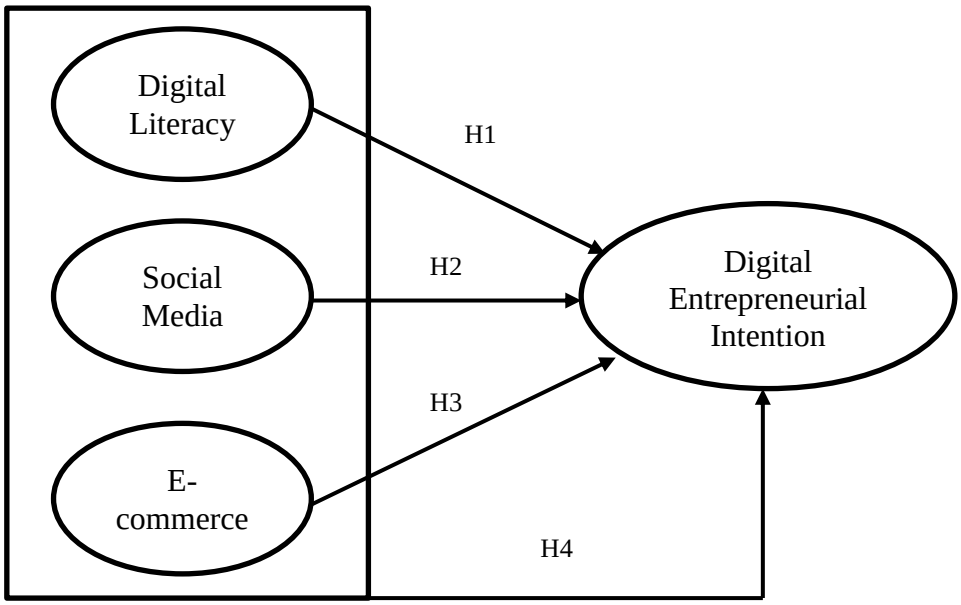

Figure 2. Research Framework

RESEARCH METHOD

Type of Research

This study uses a quantitative research method with a purposive sampling method of respondents. The population used as a sample in this study were students of the Faculty of Economics and Business, Class of 2020-2022, Wahid Hasyim University, Central Java, Indonesia.

Sample

The population used in this study were students of the Faculty of Economics and Business, Class of 2020-2022, Wahid Hasyim University. The target was students of the Faculty of Economics and Business, Class of 2020, 2021 and 2022, totaling 924 students. The sample is more than 100, then 10-15% or 15-25% can be taken, thus the sample of this study is 924 x 15% = 138.6 so that it becomes 139 students of the Faculty of Economics and Business, Class of 2020, 2021, and 2022, Wahid Hasyim University (Arikuinto, 2017~~: 173~~). The data in this study were obtained from the results of a questionnaire that had been distributed to students of the Faculty of Economics and Business, Wahid Hasyim University, Class of 2020, 2021, and 2022 who were willing to be respondents and fill out the research questionnaire. This study uses primary data by distributing questionnaires using a Google form link. In this study, the questionnaire measurement used a Likert scale of 1-5 with choices from Strongly Disagree, Disagree, Less Agree, Agree, and Strongly Agree.

Data Analysis Techniques

The survey data were first tested for validity and reliability to ensure the validity of the data. The data analysis method used in this study is multiple linear regression analysis with the IBM SPSS version 22 program (Ghozali, 2018).

RESULT

Validity Test

The validity test is used to determine whether an item is valid or not by comparing the r table with the calculated r using the formula (df = n - 2), where n is the number of samples. The number of respondents (n) in the study was 139 respondents with a significance level of

5%, so that (df = 139 - 2) = 137, then the r table value can be known to be 0.1401. If the calculated r> r table or the significance value <0.05, then the item is declared valid.

The results of the validity test in the Table 1 show that there are 4 variables with a total of 54 statement items. The relationship that occurs between the indicators of each existing variable shows significant results and shows r count > r table with a significance value for all question items of 0.05, then the data obtained in this questionnaire can be declared valid.

Table 1. Test of Validity

Variables	Indicator	R count	R table	Sig	Information
Digital Literacy	X1.1	0.525	0.1401	0.000	Valid
	X1.2	0.595	0.1401	0.000	Valid
	X1.3	0.497	0.1401	0.000	Valid
	X1.4	0.617	0.1401	0.000	Valid
	X1.5	0.549	0.1401	0.000	Valid
	X1.6	0.552	0.1401	0.000	Valid
	X1.7	0.604	0.1401	0.000	Valid
	X1.8	0.556	0.1401	0.000	Valid
	X1.9	0.542	0.1401	0.000	Valid
	X1.10	0.576	0.1401	0.000	Valid
	X1.11	0.623	0.1401	0.000	Valid
	X1.12	0.544	0.1401	0.000	Valid
Social media	X2.1	0.569	0.1401	0.000	Valid
	X2.2	0.680	0.1401	0.000	Valid
	X2.3	0.580	0.1401	0.000	Valid
	X2.4	0.477	0.1401	0.000	Valid
	X2.5	0.574	0.1401	0.000	Valid
	X2.6	0.533	0.1401	0.000	Valid
	X2.7	0.516	0.1401	0.000	Valid
	X2.8	0.563	0.1401	0.000	Valid
	X2.9	0.633	0.1401	0.000	Valid
	X2.10	0.494	0.1401	0.000	Valid
	X2.11	0.520	0.1401	0.000	Valid
	X2.12	0.595	0.1401	0.000	Valid
	X2.13	0.567	0.1401	0.000	Valid
	X2.14	0.600	0.1401	0.000	Valid
	X2.15	0.598	0.1401	0.000	Valid
	X2.16	0.596	0.1401	0.000	Valid
	X2.17	0.634	0.1401	0.000	Valid
	X2.18	0.667	0.1401	0.000	Valid
E-Commerce	X3.1	0.648	0.1401	0.000	Valid
	X3.2	0.685	0.1401	0.000	Valid
	X3.3	0.684	0.1401	0.000	Valid
	X3.4	0.658	0.1401	0.000	Valid
	X3.5	0.598	0.1401	0.000	Valid
	X3.6	0.586	0.1401	0.000	Valid
	X3.7	0.620	0.1401	0.000	Valid
	X3.8	0.584	0.1401	0.000	Valid
	X3.9	0.645	0.1401	0.000	Valid
	X3.10	0.616	0.1401	0.000	Valid
	X3.11	0.627	0.1401	0.000	Valid
	X3.12	0.591	0.1401	0.000	Valid

Table 1. Continue

Variables	Indicator	R count	R table	Sig	Information
Digital Entrepreneurial Intention	Y1.1	0.538	0.1401	0.000	Valid
	Y1.2	0.668	0.1401	0.000	Valid
	Y1.3	0.661	0.1401	0.000	Valid
	Y1.4	0.615	0.1401	0.000	Valid
	Y1.5	0.612	0.1401	0.000	Valid
	Y1.6	0.686	0.1401	0.000	Valid
	Y1.7	0.656	0.1401	0.000	Valid
	Y1.8	0.595	0.1401	0.000	Valid
	Y1.9	0.572	0.1401	0.000	Valid
	Y1.10	0.677	0.1401	0.000	Valid
	Y1.11	0.579	0.1401	0.000	Valid
	Y1.12	0.648	0.1401	0.000	Valid

Reliability Test

The Reliability test is a technique used to measure the extent to which a research instrument can produce consistent results at different times. The results of the reliability test in Table 2 show that all variables have a Cronbach's Alpha value > 0.60, so it can be concluded that all indicators in each variable are declared reliable.

Normality Test

Normality Test is a statistical procedure used to determine whether the collected data follows a normal distribution or not. This test is carried out using the Kolmogorov-Smirnov test method with a significance level of 5%, where if the Asymptotic Significant value is > 0.05, then the data can be declared normally distributed. The results of the normality test in Table 3 show that the Asymptotic Significance value (2-tailed) is 0.200 > 0.05, so it can be concluded that the data in this study is normally distributed.

Table 2. Test of Reliability

Variables	Cronbach' sAlpha	N of Items	Cut-off	Information
Digital Literacy (X1)	0.809	12	0.60	Reliable
Social media (X2)	0.882	12	0.60	Reliable
E-Commerce (X3)	0.886	12	0.60	Reliable
Digital Entrepreneurship Intention (Y)	0.857	12	0.60	Reliable

Table 3. Test of Normalitas

		Unstandardized Residual
N		139
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	2.81598732
Most Extreme Differences	Absolute	0.125
	Positive	0.082
	Negative	-0.125
Test Statistic		0.125
Asymp. Sig. (2-tailed)		0.200[c]

Multicollinearity Test

The multicollinearity test is a statistical process used to evaluate whether there is a strong correlation between two or more independent variables in a regression model. The multicollinearity test is conducted to test whether, in the regression model formed, there is a high or perfect correlation between the independent variables or not. This test is conducted by analyzing the tolerance value and Variance Inflation Factor (VIF) of each independent variable against the dependent variable. If the tolerance value> 0.10 or = VIF value <10, then it can be said that there is no symptom of multicollinearity. The results of the multicollinearity test in Table 4 show that each variable of digital literacy (X1), social media (X2), and e-commerce (X3) shows a tolerance value > 0.10 or the same as the VIF value < 10, so it can be said that there are no symptoms of multicollinearity.

Heteroscedasticity Test

The Heteroscedasticity Test is a statistical process used to evaluate whether, in a regression model, there is an inequality of variance from the residuals of one observation to another. This test is carried out to test whether, in the regression model, there is an inequality of variance from the residuals of one observation to another. To find out whether there is heteroscedasticity in this study by looking at the scatterplot graph. If it does not form a clear pattern and the points are spread above and below the number 0 on the Y axis, then it is stated that there is no symptom of heteroscedasticity.

Based on the results of the heteroscedasticity test in Figure 3, it shows that the scatterplot does not form a pattern and the points are spread above and below the number 0 on the Y axis, this indicates that there is no significant interference in the regression model used, so it can be stated that this study does not experience symptoms of heteroscedasticity.

Table 4. Multicollinearity Testing

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Digital Literacy	0.371	2.693
	Social media	0.257	3.893
	E-Commerce	0.288	3.469

a. Dependent Variable: Entrepreneurial Intention

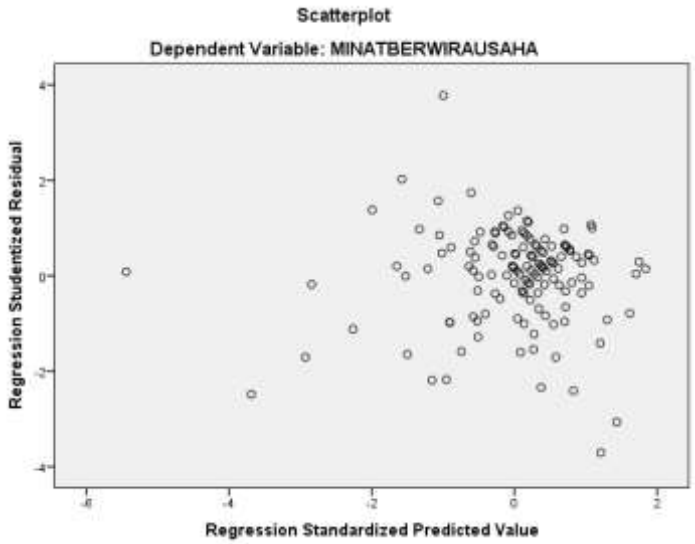

Figure 3. Heteroscedastisitas Testing

Multiple Linear Regression Analysis Test

Multiple linear regression test is conducted to determine the effective relationship between several variables, multiple linear regression consists of one dependent variable (Y) and more than one independent variable (X). Data processing is carried out using SPSS software version 22 with the Table 5 as result of multiple linear regression equation.

Based on the Table 5, the following multiple linear regression equation can be obtained:

$$Y = 0.135 + 0.225X1 + 0.151X2 + 0.431X3 + 2.856 \quad (1)$$

Description:
Y = Interest in Entrepreneurship
X1 = Digital Literacy
X2 = Social Media
X3 = E-Commerce

From the equation above, the following conclusions can be described the coefficient value of the digital literacy variable (X1) is 0.225. So, it can be interpreted that with every increase in digital literacy by 1 unit, students' interest in digital entrepreneurship increases by 0.225. Furthermore, The coefficient value of the social media variable (X2) is 0.151. So, it can be interpreted that with every increase in social media by 1 unit, students' interest in digital entrepreneurship increases by 0.151. Finally, the coefficient value of the e-commerce variable (X2) is 0.431. So, it can be interpreted that with every increase in e-commerce by 1 unit, students' interest in digital entrepreneurship increases by 0.431.

Partial Test (t-test)

Partial test (t) is used to find out partially or individually whether the independent variable (X) influences the dependent variable (Y) by comparing the calculated t with the t table using the formula (df = n-k-1) with the calculation (df = 139–3–1) = 135 so that the t table value can be determined as 1.656 with a significance level of 5% (0.05). If the calculated t> t table or the Sig value <0.05, then it is said that there is an influence between the independent variable (X) partially on the dependent variable (Y).

Based on the Table 5, the following hypothesis tests can be obtained the digital literacy variable has a significance value of 0.011. So the significance value is 0.011 <0.05 with a calculated t value> t table (2.587> 1.656). So based on this, the digital literacy variable (X1) partially influences students' interest in digital entrepreneurship. The calculated t value is positive, this shows that the variable has a positive effect. If students' digital literacy increases, their interest in digital entrepreneurship will also increase. Second, the social media variable has a significance value of 0.028. So the significance value is 0.028 <0.05 with a calculated t value> t table (2.224> 1.656). So based on this, the social media variable (X2)

Table 5. Multiple Linear Regression Testing

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.135	2.856		0.047	0.962
	Digital literacy	0.225	0.087	0.196	2.587	0.011
	Social media	0.151	0.068	0.203	2.224	0.028
	E-commerce	0.431	0.074	0.504	5.854	0.000

a. Dependent Variable: Digital Entrepreneurial Intention

partially influences students' interest in digital entrepreneurship. The t-count value is positive,this indicates that the variable has a positive effect. If students' social media increases, then their interest in digital entrepreneurship will also increase. Thirth, the e-commerce variable has a significance value of 0.000. So the significance value is 0.000 <0.05 with the t-count value> t table (5.854> 1.656). So based on this, the e-commerce variable (X3) partially influences students' interest in digital entrepreneurship. The t-count value is positive, this indicates that the variable has a positive effect. If students' use of e-commerce increases, then their interest in digital entrepreneurship will also increase.

Simultaneous Test (F test)

The simultaneous test (F) is used to determine whether the independent variables (X) simultaneously have a significant effect on the dependent variable (Y) by comparing the calculated F with the F table using the formula df (n1) = k-1 with the calculation df (n1) = 4–1 = 3 and df (n2) = n-k with the calculation df (n2) = 139-4 = 135 so that the F table value can be determined as 3.91 with a significance level of 5% (0.05). If the calculated F> F table or the Sig value <0.05, then it is said that the independent variables (X) simultaneously have a significant effect on the dependent variable (Y).

The results of the simultaneous F-test in the Table 6 show that the calculated F-value (110.909) > F-table (3.91) and the significant value (0.000) <0.05. These results indicate that the variables of digital literacy (X1), social media (X2), and e-commerce (X3) simultaneously have a significant effect on the interest in digital entrepreneurship of students of the Faculty of Economics and Business.

Determination Coefficient Test (R^2)

The determination coefficient test (R^2) is a statistical method used to determine how much the independent variables simultaneously explain the variation of the dependent variable in the regression model. The determination coefficient test is used to measure how far the independent variables (X) can simultaneously influence the dependent variable by looking at the Adjusted R^2 value, while the rest is explained by other variables outside the model. The results of the determination coefficient test (R^2) in the Table7 show that each variable of digital literacy (X1), social media (X2) and e-commerce (X3) shows a value of 0.722 or 72.2%, meaning that the variables of digital literacy (X1), social media (X2) and e-commerce (X3) can influence the interest in digital entrepreneurship (Y) of students of the Faculty of Economics and Business by 72.2%, while the remaining 27.8% is influenced by other variables not used in this study.

Table 6. Test of Simultaneous (F-Test)

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3329.733	3	1109.911	110.909	0.000 [b]
	Residual	1351.000	135	10.007		
	Total	4680.734	138			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Ecommerce, Digital Literacy, Social Media

Table 7. R^2 Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.850[a]	0.722	0.716	0.23476

a. Predictors: (Constant), Ecommerce, Literasi Digital, Media Sosial

b. Dependent Variable: Entrepreneurial Intention

DISCUSSION

The Influence of Digital Literacy on Digital Entrepreneurial Intention

Based on the results of the study, the variable of digital literacy (X1) has a positive value on the variable of interest in digital entrepreneurship (Y). This shows that digital literacy is based on the results of the study with a significance value of 0.011 <0.05 and a calculated t value> t table (2.587> 1.656) with a regression coefficient value of 0.225. It can be concluded that digital literacy has a positive and significant effect on Interest in Digital Entrepreneurship. Thus, the more students seek information and knowledge about digital entrepreneurship through digital literacy, the more students' interest in digital entrepreneurship will increase.

The Influence of Social Media on Entrepreneurial Intention

Based on the results of the study, the variable of social media (X2) has a positive value on the variable of Intention in digital entrepreneurship (Y). This shows that the use of social media affects Students' Intention in Digital Entrepreneurship. This is based on the results of the study with a significance value of 0.028 <0.05 and a calculated t value> t table (2.224> 1.656) with a regression coefficient value of 0.151. So it can be concluded that the use of social media has a positive and significant effect on Digital Entrepreneurship Intention. Thus, the more students use social media to explore information about digital entrepreneurship, the more the students' Intention in digital entrepreneurship will increase.

The Effect of E-Commerce Use on Digital Entrepreneurial Intention

Based on the results of the study, the variable of e-commerce (X3) has a positive value on the variable of digital entrepreneurship Intention (Y). This shows that the use of e-commerce affects Students' Digital Entrepreneurship Intentions. This is based on the results of the study with a significance value of 0.000 <0.05 and a calculated t value> t table (5.854> 1.656) with a regression coefficient value of 0.31. It can be concluded that the use of e-commerce has a positive and significant effect on Digital Entrepreneurship Intention. Thus, the more students who use e-commerce, the more students are Intentioned in digital entrepreneurship.

The Effect of Digital Literacy, Social Media, and E-Commerce Use on Digital Entrepreneurial Intention

The results of simultaneous calculations with the F test, it state that digital literacy, social media, and the use of e-commerce together have a simultaneous and significant effect on the variable of digital entrepreneurship intention as indicated by the large F value of 110.909, which is a greater than the F table value of 3.91. The significance value of 0.000 <0.05 means that digital literacy (X1), social media (X2), and the use of e-commerce (X3) can affect Digital Entrepreneurship Intention (Y). The regression coefficient value on the R Square value is 0.722, which means that Digital Literacy (X1), Social Media (X2), and E-commerce (X3) can influence Digital Entrepreneurship Intention (Y) by 72.2% and the remaining 27.8% is influenced by other factors not examined in this study. Other factors that

influence Intention in entrepreneurship according to Alma (2005) state that 3 factors play a role in Intention in entrepreneurship, namely: Personal, Sociological, and Environmental..

CONCLUTION

Based on the results of the research that has been conducted, it can be concluded that first, the Digital Literacy Variable has a positive effect on the interest in digital entrepreneurship in students of the Faculty of Economics and Business, Wahid Hasyim University. Second, the Social Media Variable has a positive effect on the interest in digital entrepreneurship in students of the Faculty of Economics and Business, Wahid Hasyim University. This shows that the use of social media affects the Interest in Digital Entrepreneurship of Students. Third, the Variable of E-commerce Use has a positive effect on the interest in digital entrepreneurship in students of the Faculty of Economics and Business, Wahid Hasyim University. This shows that the use of e-commerce affects the Interest in Digital Entrepreneurship of Students.

Research Limitations

The limitations of researchers in finding references regarding the interest in digital entrepreneurship. In addition, distributing questionnaires via Google Forms takes quite a long time, because researchers cannot meet face-to-face with respondents.

Recommendations

Recommendations for further researchers are expected to be able to find other independent variables that are not included in this study or previous studies. In addition, it is better to take a wider scope such as students in general, or in all faculties. For further data collection techniques develop data collection techniques using test instruments in measuring digital literacy to measure students' abilities in digital literacy in more depth. In addition, for further research, the author provides suggestions to find other dependent variables such as entrepreneurship itself. In this study, there are already many who have an interest in entrepreneurship, but there are still a few who have started to do entrepreneurship themselves.

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