

Exploring the Drivers of Digital Entrepreneurial Intention: The Roles of Innovativeness, Digital Education, and Propensity to Act

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Abstract: This study aims to analyze the influence of Innovativeness, Digital Entrepreneurial Education, and Propensity to Act on the intention to become a digital entrepreneur among students of the Indonesian Institute of Business and Technology (INSTIKI). The problem faced is the low intention to become a digital entrepreneur among students even though business opportunities in the digital world are increasingly large. The proposed solution is to analyze factors that can increase the intention to become a digital entrepreneur, such as innovative attitudes, digital entrepreneurship education, and the tendency to act. The method used is a quantitative approach with a survey, where data is collected through questionnaires distributed to 124 INSTIKI students. The data were analyzed using multiple linear regression with the help of SPSS to test the influence of each variable on the intention to become a digital entrepreneur. The results of the study show that the three variables—Innovativeness, Digital Entrepreneurial Education, and Propensity to Act—have a positive and significant effect on the intention to become a digital entrepreneur. Specifically, digital entrepreneurship education has the greatest influence, followed by innovativeness and propensity to act. These findings provide important insights for the development of digital entrepreneurship programs in universities and can be used as a basis for increasing student interest in starting a digital business.

Keywords: digital entrepreneurial education; digital entrepreneurship education; digital entrepreneurial intention; innovativeness; propensity to act

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Introduction

In recent years, the development of digital technology has changed almost all aspects of life, including the world of entrepreneurship. This development opens up new opportunities for individuals to start a business without geographical limitations or large capital (Tohiroh Tohiroh et al., 2021). In Indonesia, especially among students, digital entrepreneurship is starting to be considered an attractive career choice. Students of the Indonesian Institute of Business and Technology (INSTIKI), as a technology-literate generation, have great potential to take advantage of this opportunity. However, despite the many potentials and opportunities, the level of digital entrepreneurial intention among students is still relatively low. This raises questions about what factors influence students' intention to start a business in the digital world.

This study aims to identify factors that influence digital entrepreneurial intention among students, focusing on three main variables, namely innovativeness, digital entrepreneurship education, and propensity to act. Innovativeness reflects an individual's openness to new ideas and the ability to adapt to technology. Digital entrepreneurship education is an important factor that teaches skills and knowledge related to the digital business world (Efikasi Diri et al., 2019). Meanwhile, propensity to act measures an individual's courage to take risks and act on existing business opportunities. This study investigates the relationship between these three factors and digital entrepreneurship intention, which is an important step to understand how students can be encouraged to start their own businesses in the digital world. The problem that arises is how to increase digital entrepreneurship intention among students, especially at the Indonesian Institute of Business and Technology. Although many previous studies have examined the factors that influence entrepreneurial intention, only a few have specialized in digital entrepreneurship and highlighted variables that are relevant to the digital generation such as students. Some factors that are often overlooked are how much influence digital entrepreneurship education has on the intention to start a digital business, how students' innovativeness can be a catalyst in the world of digital entrepreneurship, and to what extent the propensity to act can influence their decision to start a business (Wijayanti & Nugraha, 2022). Therefore, this study fills the gap by focusing on the three relevant variables in the context of digital entrepreneurship.

The purpose of this study is to explore the relationship between innovativeness, digital entrepreneurship education, and propensity to act with digital entrepreneurship intentions among students of the Indonesian Institute of Business and Technology. Through this study, it is expected to find the most dominant factors that encourage students to start their digital businesses. In addition, this study aims to provide deeper insight into the factors that can be controlled by educational institutions in order to increase interest in digital entrepreneurship among students. This is very important considering the high potential of students to innovate and utilize digital technology, but they often do not know how to start a business or do not have enough motivation to take the first step (Paula Putra, 2020). The advantage of this study lies in the combination of entrepreneurship theories with a very relevant context today, namely digital entrepreneurship. In addition, this study focuses on students as the main respondents, who are a group that has easy access to digital technology and are human resources that can drive innovation in the digital economy. The quantitative approach used in this study allows researchers to get a clearer and more objective picture of the influence of the variables tested. By using SPSS to process data, this study is expected to provide valid and reliable results that can be used as a basis for entrepreneurship education policies in universities. The novelty of this study lies in testing the influence of three variables that have not previously been studied together in the context of digital entrepreneurial intentions. Innovativeness, digital entrepreneurship education, and propensity to act are very relevant

factors in determining the success of digital entrepreneurship, but few studies have examined the interaction of these three variables. In addition, this study also offers new insights by focusing on students as research subjects, a group that has great potential in utilizing technology to start digital businesses, but is often less motivated to take the necessary actions. This study seeks to fill the gap in the digital entrepreneurship literature, especially those that focus on entrepreneurial intentions among students in Indonesia. The contribution of this study not only provides a clearer picture of the factors that influence digital entrepreneurial intentions, but also provides recommendations for the development of digital entrepreneurship education curricula and programs in universities (Meliani et al., 2022). The results of this study can be used by education policy makers to design more effective entrepreneurship programs that can increase students' interest and intention to enter the world of digital business. In addition, this study can also provide insight for other parties interested in developing a digital entrepreneurship ecosystem in Indonesia, by understanding more deeply about the factors that drive entrepreneurial intentions in the younger generation who will become future business leaders.

Theoretical Basis

This study is based on the Theory of Planned Behavior (TPB) developed by Ajzen (1991). TPB is a theory that is widely used to understand the factors that influence human intentions and behavior. According to TPB, the intention to carry out a behavior (such as digital entrepreneurship) is influenced by three main factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. In the context of digital entrepreneurship, TPB helps explain how innovative attitudes, the influence of digital entrepreneurship education, and the tendency to act can influence students' intentions to start a digital business. In addition, the Entrepreneurial Intentions Theory also provides a relevant framework, suggesting that entrepreneurial intentions are strong predictors of entrepreneurial behavior (Darmawan et al., 2019). This theory identifies various factors that influence entrepreneurial intentions, such as education, skills, and attitudes toward entrepreneurship.

By combining TPB and Entrepreneurial Intentions Theory, this study aims to examine the relationship between innovativeness, digital entrepreneurship education, and propensity to act on digital entrepreneurial intentions.

Innovativeness

Innovativeness refers to an individual's attitude of being open to new ideas, creativity, and the ability to think differently in facing challenges. Innovativeness is very important in the world of digital entrepreneurship because the ever-evolving technology and market require entrepreneurs to quickly adapt and develop new solutions. Individuals who have a high level of innovativeness are more likely to see opportunities in the digital world and use new technologies to start or manage a business. In the context of TPB, innovativeness is related to attitudes towards digital entrepreneurship, where the higher a person's level of innovativeness, the more likely they are to have the intention to start a digital business (Suparno et al., 2020).

Digital Entrepreneurial Education

Digital entrepreneurship education refers to programs or curricula that teach entrepreneurial skills relevant to the digital world, including the use of technology, identification of digital business opportunities, and understanding of digital business models (Saptaria et al., 2021). Digital entrepreneurship education provides students with the knowledge and skills needed to start and manage a business in the digital world, including an understanding of digital marketing, e-commerce management, and technological innovation

(Nugraha & Wahyuhastuti, 2017). Within the TPB framework, digital entrepreneurship education influences students' subjective norms and perceived behavioral control towards digital entrepreneurship, as they feel more prepared and confident to start a digital business after receiving relevant education.

Propensity to Act

Propensity to act refers to the extent to which a person is inclined to take risks and act when faced with entrepreneurial opportunities. This relates to the desire to take concrete action, rather than just thinking or planning. In digital entrepreneurship, propensity to act plays an important role because digital entrepreneurship often involves uncertainty and risk. Individuals who have a high level of propensity to act are more likely to dare to take the first step in starting a digital business, such as designing a product, developing a digital platform, or conducting online marketing. From a TPB perspective, propensity to act is related to perceived behavioral control, where individuals with a high propensity to act feel more capable and confident in starting a digital business.

Relationship Between Variables and Hypotheses

Based on the theoretical basis and explanation of the variables above, the relationship between variables can be explained as follows:

Innovativeness and Digital Entrepreneurial Intention: Individuals who are more innovative tend to be more open to new ideas and dare to take opportunities in the digital world. They are more likely to recognize digital business opportunities and have a greater desire to become entrepreneurs in the digital world. Therefore, we can propose the following hypothesis:

Hypothesis 1 (H₁): Innovativeness has a positive effect on Digital Entrepreneurial Intention in students.

Digital Entrepreneurial Education and Digital Entrepreneurial Intention: Digital entrepreneurship education provides students with the knowledge and skills needed to start and manage a digital business. By obtaining the right education, students will feel more prepared and confident to start their digital business. This explains the relationship between digital entrepreneurship education and digital entrepreneurial intention. Therefore, the hypothesis proposed is:

Hypothesis 2 (H₂): Digital Entrepreneurial Education has a positive effect on Digital Entrepreneurial Intention in students.

Propensity to Act and Digital Entrepreneurial Intention: Propensity to act relates to an individual's readiness to act and take risks, which is an important factor in digital entrepreneurship. Individuals with a high propensity to act are more likely to start their digital ventures when they see an opportunity. Thus, the hypothesis is:

Hypothesis 3 (H₃): Propensity to Act has a positive effect on Digital Entrepreneurial Intention in college students.

Relationship between Innovativeness, Digital Entrepreneurial Education, Propensity to Act, and Digital Entrepreneurial Intention: These three variables are estimated to have interrelated influences and together influence digital entrepreneurial intention. Innovativeness encourages creative decision making in digital entrepreneurship, digital entrepreneurship education provides relevant knowledge and skills, while propensity to act encourages individuals to act immediately when they see an opportunity. Therefore, the fourth hypothesis is:

Hypothesis 4 (H4): Innovativeness, Digital Entrepreneurial Education, and Propensity to Act together have a positive effect on Digital Entrepreneurial Intention in college students.

Method

This study uses a quantitative approach with a survey method to collect the necessary data. The design of this study is cross-sectional, which means that data is collected at one time to analyze the relationship between existing variables. This study aims to examine the influence of the variables Innovativeness, Digital Entrepreneurial Education, and Propensity to Act on Digital Entrepreneurial Intention in students of the Indonesian Institute of Business and Technology (INSTIKI).

Population and Sample

The population in this study were students of the Indonesian Institute of Business and Technology (INSTIKI) who were enrolled in study programs relevant to the field of digital entrepreneurship. The sample of this study consisted of 124 students selected using purposive sampling. Purposive sampling was used because the students who were the samples had participated in a digital entrepreneurship program, so they had basic knowledge about digital entrepreneurship and could provide relevant information for this study.

Research Instrument

To develop an assessment instrument for variables in research on digital entrepreneurial intentions in students, we will use several instruments to measure each of the existing variables, namely Innovativeness, Digital Entrepreneurial Education, Propensity to Act, and Digital Entrepreneurial Intention. The instrument used in this study is a questionnaire with a Likert scale, which will provide an assessment of each variable tested. This assessment instrument has been developed based on relevant literature to ensure its validity and reliability.

The Innovativeness variable measures the extent to which students have an innovative attitude and the ability to think creatively in facing digital entrepreneurial challenges. The assessment for this variable consists of several questions designed to identify the level of openness of respondents to new ideas and emerging technologies. For example, some statements in this questionnaire might include "I often look for new ways to solve problems" or "I am interested in exploring new technologies that can support my business."

The Digital Entrepreneurial Education variable measures the influence of digital entrepreneurship education received by students (Lv et al., 2021). In this study, the instrument to measure this variable will include questions related to students' academic experiences in the digital entrepreneurship program. Statements such as "I feel that the education I received in digital entrepreneurship has really helped me understand the world of digital entrepreneurship" will be used to measure the extent to which the education influences their entrepreneurial intentions.

The Propensity to Act variable measures the extent to which students tend to act or take risks when faced with digital entrepreneurship opportunities. This variable is also measured using a Likert scale, with statements such as "I feel comfortable taking risks in starting a business" or "I tend to act quickly when I see a business opportunity." This will provide an overview of students' readiness and courage to act in the world of entrepreneurship.

The Digital Entrepreneurial Intention variable is measured with an instrument that assesses students' desire to start a digital business. Some statements in this questionnaire may read "I plan to start a digital business in the next five years" or "I want to become a digital

entrepreneur after graduating from college." This variable reflects the respondents' motivation and intention to enter the world of digital entrepreneurship.

To measure these variables, the data collected from the questionnaire will be analyzed using descriptive and inferential statistics, which will provide a deeper understanding of the relationship between the three independent variables (Innovativeness, Digital Entrepreneurial Education, Propensity to Act) to the dependent variable (Digital Entrepreneurial Intention).

Table 1. Variable Assessment Instrument

Variabel	Item Pertanyaan	Skala Likert (1-5)
Innovativeness	"Saya sering mencari cara-cara baru untuk memecahkan masalah."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju
	"Saya tertarik untuk mengeksplorasi teknologi baru yang dapat mendukung usaha saya."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju
Digital Entrepreneurial Education	"Pendidikan yang saya terima di bidang kewirausahaan digital sangat membantu saya memahami dunia wirausaha digital."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju
	"Materi kewirausahaan digital yang saya pelajari sangat relevan dengan kondisi pasar saat ini."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju
Propensity to Act	"Saya merasa nyaman mengambil risiko dalam memulai usaha."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju
	"Saya cenderung bertindak cepat saat melihat peluang bisnis."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju
Digital Entrepreneurial Intention	"Saya berencana untuk memulai bisnis digital dalam lima tahun ke depan."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju
	"Saya ingin menjadi wirausaha digital setelah lulus kuliah."	1 = Sangat Tidak Setuju, 5 = Sangat Setuju

Data Collection Techniques

Data were collected by distributing questionnaires to 124 INSTIKI students who had met the criteria as research samples. This questionnaire was distributed online and offline, using an online survey platform (eg Google Forms) to facilitate data collection. This research was conducted within a certain period of time according to the academic schedule and the availability of respondents.

Data Analysis Techniques

After the data was collected, data analysis would be carried out using SPSS (Statistical Package for the Social Sciences) to test the hypotheses that had been prepared. Some of the analysis techniques used in this study are:

Descriptive Test: To see an overview of the data distribution of each variable. This analysis will show the average, standard deviation, and frequency distribution of respondents' answers.

Validity and Reliability Test: Validity tests were conducted to ensure that the items in the questionnaire actually measured the intended variables. Reliability tests used Cronbach's

Alpha to test the internal consistency of the instrument.

Multiple Linear Regression Test: To test the influence of each independent variable (Innovativeness, Digital Entrepreneurial Education, Propensity to Act) on the dependent variable (Digital Entrepreneurial Intention). This regression test will identify how much each variable contributes to shaping digital entrepreneurial intentions in students.

Research Stages

Data Preparation and Collection: The first stage is the preparation of research instruments in the form of compiling questionnaires, validity and reliability tests, and technical preparations for data collection. At this stage, the questionnaire is distributed to respondents who have been selected according to the criteria.

Data Collection: Data collection is carried out by distributing questionnaires to 124 INSTIKI students. Collection is carried out through an online survey platform and also offline to ensure a high response rate.

Data Processing: After the data is collected, the data will be processed using SPSS. The first step is the validity and reliability test to ensure the accuracy and consistency of the instruments used. After that, a descriptive analysis is carried out to see an overview of the data.

Regression Analysis: The next stage is a multiple linear regression test to test the relationship between the independent variables (Innovativeness, Digital Entrepreneurial Education, Propensity to Act) and the dependent variable (Digital Entrepreneurial Intention). The results of this regression test will show how much influence each variable has on digital entrepreneurial intention.

Interpretation of Results: The results of the regression analysis will be analyzed to provide insight into the factors that influence digital entrepreneurial intention among INSTIKI students. Researchers will evaluate the influence of each variable to provide useful recommendations for the development of a digital entrepreneurship curriculum.

Preparation of Research Report: The final stage is to prepare a research report that includes all stages of research, analysis of results, as well as conclusions and recommendations. This report will be published in a scientific journal or used to improve digital entrepreneurship education policies at INSTIKI.

Results and Discussion

After collecting data from 124 students of the Indonesian Institute of Business and Technology (INSTIKI) through a questionnaire, the data were analyzed using SPSS to test the previously formulated hypotheses. The following are the results of the data analysis, including descriptive analysis, validity and reliability tests, and multiple linear regression analysis to test the effect of Innovativeness, Digital Entrepreneurial Education, and Propensity to Act on Digital Entrepreneurial Intention.

Descriptive Analysis

The following table shows the results of the descriptive analysis of each variable measured in this study.

Table 2. Results of Descriptive Analysis of Variables

Variabel	N	Mean	Std. Deviation
Innovativeness	124	4.12	0.67
Digital Entrepreneurial Education	124	4.15	0.72
Propensity to Act	124	4.08	0.68
Digital Entrepreneurial Intention	124	4.10	0.69

Validity and Reliability Test

Before continuing further analysis, a validity and reliability test was conducted to ensure that the research instrument used could measure the intended variables accurately and consistently. The reliability test using Cronbach's Alpha showed that all variables had a Cronbach's Alpha value greater than 0.7, which means that this research instrument is reliable. The Cronbach's Alpha values for each variable are as follows:

- Innovativeness: 0.87
- Digital Entrepreneurial Education: 0.89
- Propensity to Act: 0.83
- Digital Entrepreneurial Intention: 0.85

This high Cronbach's Alpha value indicates good internal consistency and indicates that the instrument used in this study is reliable. The validity test was also conducted using Factor Analysis, which showed that each item in the questionnaire had a significant correlation with the measured factor, so this research instrument is valid for use.

Multiple Linear Regression Test

After ensuring the validity and reliability of the instrument, multiple linear regression was conducted to test the influence of the variables Innovativeness, Digital Entrepreneurial Education, and Propensity to Act on Digital Entrepreneurial Intention. The results of the regression test can be seen in the following table:

Table 3. Results of Multiple Linear Regression Test

Variabel	B	T-Value	Sig.
Innovativeness	0.35	4.25	0.000
Digital Entrepreneurial Education	0.40	4.85	0.000
Propensity to Act	0.28	3.67	0.000
Constant	1.10	6.52	0.000

From the results of multiple linear regression tests, it can be seen that all independent variables (Innovativeness, Digital Entrepreneurial Education, Propensity to Act) have a positive and significant effect on the dependent variable, namely Digital Entrepreneurial Intention. Sig. values that are smaller than 0.05 in all independent variables indicate that the three variables have a significant effect. Coefficient B shows the contribution of each variable to the intention to become a digital entrepreneur. Based on the results of the regression test, Digital Entrepreneurial Education has the greatest influence with a coefficient of 0.40, followed by Innovativeness with a coefficient of 0.35, and Propensity to Act with a coefficient of 0.28.

Discussion

The results of the regression analysis indicate that all variables tested, namely Innovativeness, Digital Entrepreneurial Education, and Propensity to Act, have a significant effect on students' digital entrepreneurial intentions. The following discussion details the influence of each variable on digital entrepreneurship intention:

Innovativeness: A coefficient of 0.35 indicates that the more innovative students are, the more likely they are to have the intention to start a digital business. This is consistent with the theory that individuals who are open to new ideas and technology tend to recognize business opportunities more quickly and are more motivated to become digital entrepreneurs.

Digital Entrepreneurial Education: A coefficient of 0.40 indicates that digital entrepreneurship education has a very strong influence on digital entrepreneurship intention. Students who receive entrepreneurship education that is relevant to the digital world feel more prepared and confident to start their own businesses. This underscores the importance of developing an effective digital entrepreneurship curriculum in universities.

Propensity to Act: A coefficient of 0.28 indicates that students who have a tendency to act more quickly on digital business opportunities have a greater intention to start a digital business. This is in line with the theory that the courage to act is a key factor in entrepreneurship, where digital entrepreneurs need to respond quickly to existing opportunities.

Overall, the results of this study support all the proposed hypotheses, indicating that Innovativeness, Digital Entrepreneurial Education, and Propensity to Act positively influence students' digital entrepreneurial intentions. The greatest influence comes from Digital Entrepreneurial Education, which underlines the importance of education in preparing students to face the challenges of the digital entrepreneurial world.

Conclusion

This study aims to identify the influence of Innovativeness, Digital Entrepreneurial Education, and Propensity to Act on Digital Entrepreneurial Intention among students of the Indonesian Institute of Business and Technology (INSTIKI). Based on the results of data analysis, it can be concluded that the three variables have a positive and significant influence on students' digital entrepreneurial intentions. Specifically, Digital Entrepreneurial Education is proven to have the greatest influence on digital entrepreneurial intentions, followed by Innovativeness and Propensity to Act.

This study shows that students who have a high level of innovation, receive relevant digital entrepreneurship education, and have a tendency to act quickly on opportunities are more likely to have the intention to start a digital business. These results provide a deeper understanding of the factors that can influence digital entrepreneurial intentions among students, as well as how educational institutions can play an important role in preparing students to enter the world of digital entrepreneurship.

The theoretical implications of this study are its contribution to the development of digital entrepreneurship theories, especially in terms of the influence of individual factors on entrepreneurial intentions. These findings strengthen the understanding that the Theory of Planned Behavior (TPB) and Entrepreneurial Intentions Theory can be applied to analyze factors that influence digital entrepreneurial intentions. In addition, the results of this study also emphasize the importance of variables such as Innovativeness, Digital Entrepreneurial Education, and Propensity to Act in shaping entrepreneurial intentions, which were previously more often studied in the context of traditional entrepreneurship (Primario et al.,

This study adds to the existing literature by highlighting the importance of digital entrepreneurship education as a factor that greatly influences students' intentions to start a digital business. These findings open up opportunities to develop more specific theories about digital entrepreneurship, which will be useful for further studies that want to explore more deeply the factors that influence digital entrepreneurship in the younger generation.

Based on the findings obtained, this study has several practical implications for the development of digital entrepreneurship programs in higher education. First, digital entrepreneurship education needs to be given more attention in curriculum development in higher education. Educational institutions must ensure that digital entrepreneurship programs provide students with knowledge and skills that are relevant to the dynamics of the digital market, such as e-commerce management, digital marketing, and technological innovation. Developing an innovative attitude should be part of digital entrepreneurship programs. Universities can create an environment that encourages students to think creatively and find innovative solutions using digital technology. Activities such as digital startup competitions, hackathons, and technology-based projects can enhance students' creativity and innovation. Universities need to support students to take action in starting their own businesses. Business incubation programs, mentorship, and entrepreneurship training can help students overcome the fear of failure and provide them with the support they need to turn their digital ideas into real businesses.

Although this study provides useful insights, there are still some areas for further research development. First, this study used a cross-sectional approach, which only collected data at one point in time. Therefore, future research can use a longitudinal research design to analyze how digital entrepreneurship intentions develop over time and how these factors interact throughout the entrepreneurial journey. This study focused on students from one institution, so the results may be limited to the context of INSTIKI. Future research can expand the scope by involving students from various universities in Indonesia or even in other countries, to see if these findings are consistent across cultural contexts and educational systems. Other factors that may influence digital entrepreneurship intentions, such as family support, access to capital, or previous entrepreneurial experience, can be further investigated. More in-depth research on the interactions between these factors can provide more comprehensive insights on how to create a better digital entrepreneurship ecosystem. Although this study shows the influence of digital entrepreneurship education on entrepreneurial intentions, the role of technology in education could be an area of deeper research. Future research could explore how digital education platforms and learning technologies can enrich the entrepreneurial learning experience and encourage more students to engage in digital entrepreneurship.

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