



The Relationship Between Entrepreneurship Education And Digital Literacy On Entrepreneurial Intention Through Self-Efficacy As An Intervening Variable

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ABSTRACT

The purpose of this study was to determine the effect of entrepreneurship education and digital literacy on entrepreneurial intentions through self-efficacy in OTKP students at SMK in Mojokerto. The results showed that Entrepreneurship Education was proven to have a positive and significant influence on Self-Efficacy. In addition, Digital Literacy is also proven to affect Self-Efficacy positively and significantly. This study also successfully tested the mediating role of Self-Efficacy in the relationship between Entrepreneurship Education and Digital Literacy on Entrepreneurial Intention. The test results show that Self-Efficacy successfully mediates the effect of Entrepreneurship Education on Entrepreneurial Intention positively and significantly. In addition, the role of Self-Efficacy is also proven to be a positive and significant mediator of the effect of Digital Literacy on student entrepreneurial intention. Thus, the Self-Efficacy variable in this study shows its role as a mediator of independent variables that can increase the effect of Entrepreneurship Education and Digital Literacy on student entrepreneurial intention.

Keywords:

Entrepreneurship Education, Digital Literacy, Self-efficacy, Entrepreneurial Intention

INTRODUCTION

The emergence of the Covid-19 pandemic has significantly weakened the global economy, including in Indonesia (Ozili et al, 2020). The pandemic has resulted in the emergence of new ways of working such as working from home online, and many disadvantaged people have had their jobs terminated by their employers. An alternative way out of economic hardship is to engage in creative entrepreneurship (Cenamor et al. 2019; Znagui et al. 2019; Flowers et al. 2020). Although this situation puts a heavy burden on society, there is slowly a change in work patterns due to supporting technology, where some work can be done from anywhere with the help of the internet and digital platforms. Digitalization strategies have proven effective in overcoming the consequences of this pandemic, business model innovations that are integrated with technology and digitalization will open up opportunities for companies to be able to adjust to new business demands. (Stalmachova et al, 2021).

Forming the younger generation to have the intention and interest in starting a business should prioritize the knowledge and provision of human resources so that it is the right step to increase economic competitiveness and reduce unemployment (Rizqi et al, 2022). Several previous studies have proven the close relationship between entrepreneurial intention and students (Lavelle, 2021; Doanh, 2021), especially in Indonesia (Wardana et al, 2020). Thus, the role of students is very important in efforts to grow the number of entrepreneurs in Indonesia, considering that entrepreneurs can support the economy, especially after the pandemic season. Intention is a sign or



driver of someone doing a certain thing (Ajzen, 2020). The entrepreneurial intention of the millennial generation is influenced by internet support as a digital medium that facilitates business activities (Zaheer et al, 2019; Cenamor et al, 2019). The potential of digital business is very promising, and the development of this digital business is growing rapidly (Stalmachova et al, 2021).

To be able to produce young entrepreneurs who can compete in the digital era, it is very important to train students both in technical skills and non-technical skills through entrepreneurship education. Entrepreneurship education in Indonesia is considered important and needed, so entrepreneurship education is included in the curriculum (Sarassina, 2020; Somjai et al, 2019). Anjum et al. (2018); Nabi et al. (2018); Ndofirepi (2020) define entrepreneurship education as a type of education and provision of practical information about business, skill development, and self-confidence that are closely related to achieving business success. With entrepreneurship education, SMK is expected to be able to produce graduates who have technical skills following certain midwives, and not only that, they must also have non-technical skills, in the form of good character as a workforce.

Digital literacy, often referred to as digital competence, is the competence or skill of an individual in adjusting to rapid technological advances, in addition to entrepreneurship education (Mulyati, 2023). According to a study by Kerr and Rynearson (Yustika, 2020), digital literacy is a person's capacity to read and understand facts in the digital world. According to the research findings of Tahir et al. 2021, digital literacy significantly and positively impacts entrepreneurship. Given that the ability to complete projects in the virtual field depends on digital skills, having a strong understanding of digital technology is very important in today's corporate world (Wardana et al, 2023). With the mastery of digital literacy, it will help the community, especially the younger generation, in developing their potential, especially in terms of entrepreneurship (Sulianta, 2020).

Since the increasing study of the importance of cognition (thoughts and beliefs), several researchers have highlighted the role of self-efficacy as a variable in influencing individual behavior (Wardana et al, 2020). Self-efficacy is when a person has confidence in their ability to gather and utilize the assets, talents, and skills needed to achieve or carry out an activity/job (Neneh, 2020). The foundation of the concept of self-efficacy is found in Bandura's (1977) and (2012) social cognitive theory. This theory reveals that an individual's behavior is influenced by various factors, including behavioral expectations, behavioral expectations, and intrapersonal interactions.

According to previous studies, digital literacy and entrepreneurship education significantly influence the desire to start a business (Mugiono et al. 2020; Somjai et al. 2019; Puni et al. 2018). Moreover, additional research shows that entrepreneurial ambition is significantly influenced by self-efficacy (Yousaf et al. 2021; Crespo et al. 2020; Garaika et al. 2019; Schmutzler et al. 2019). These findings thus support the hypothesis that explicit knowledge of digital literacy, self-efficacy, and entrepreneurship education will positively influence one's aspirations concerning self-employment. This study aims to provide knowledge about the significant influence between variables, following the hypotheses in this study. This research also provides both theoretical and practical benefits to the world of education, especially





concerning entrepreneurship.

METHOD

A quantitative approach with descriptive and correlative research methods was used in this study. All active students who are registered as students of the Office Automation and Governance Expertise Competency (OTKP), at SMK se-Mojokerto in the 2023/2024 academic year are the population in this study. Then the sample research technique uses non-probability sampling with purposive sampling in taking samples to select respondents according to certain criteria, such as being registered as active students in grades XI and XII of OTKP Expertise Competency and having or currently participating in entrepreneurship education, so that a sample of 377 students was collected as respondents. In collecting data, online questionnaires in the form of Google Forms were distributed to students who became respondents. In terms of data analysis, the techniques used are descriptive statistics and Structural Equation Modeling Partial Least Squares (SEM-PLS).

RESULTS AND DISCUSSION

The average calculation results of entrepreneurship education variables are classified in the good category, digital literacy variables are classified in the good category, self-efficacy variables are classified in the good category, and entrepreneurial intention variables are also classified in the good category. The following are the results of outer loading for each variable indicator:

Table 1. Result of Outer Loading

	PK (X1)	LD (X2)	ED (Z)	NB (Y)
PK1	0,905			
PK2	0,722			
PK3	0,954			
PK4	0,952			
LD1		0,930		
LD2		0,921		
LD3		0,840		
LD4		0,866		
ED1			0,816	
ED2			0,943	
ED3			0,924	
NB1				0,922
NB2				0,933
NB3				0,944

Based on the results of measuring the outer model on convergent validity, the results show that all loading factor values of the entrepreneurship education indicators (X1), digital literacy (X2), self-efficacy (Z), and entrepreneurial intentions (Y) > 0.70. This means that these indicators can be declared valid.



Table 2. Outer Model Estimation

Construct	Item	λ	α	CR	AVE
Entrepreneurship Education (PK) (X1)	PK1	0,905	0,907	0,973	0,789
	PK2	0,722			
	PK3	0,954			
	PK4	0,952			
Digital Literacy (LD) (X2)	LD1	0,930	0,913	0,938	0,793
	LD2	0,921			
	LD3	0,840			
	LD4	0,866			
Self-efficacy (ED) (Z)	ED1	0,816	0,875	0,924	0,803
	ED2	0,943			
	ED3	0,924			
Entrepreneurial Intention (NB) (Y)	NB1	0,922	0,926	0,953	0,871
	NB2	0,933			
	NB3	0,944			

Source: Data processing with SmartPLS (2023)

Observed from Table 2 above, based on the convergent validity test using SmartPls 4.0 software, it is found that all indicators of the Entrepreneurship Education, Digital Literacy, Self-Efficacy, and Entrepreneurial Intention variables have loading factors in the range of 0.722-0.954 > 0.70. Thus, referring to the opinion of Chin (1998) and (2010); Hair et al. (2013), all indicators on all variables meet convergent validity.

According to Ghozali et al. (2015), if the Average Variance Extracted (AVE) result is > 0.50 then the instrument can be declared reliable. Based on Table 2 above, all results have met the requirements (AVE) > 0.50, so it can be stated that the outer model of the variables of Entrepreneurship Education (X1), Digital Literacy (X2), Self-Efficacy (Z), and Entrepreneurial Intention (Y) has good convergent validity.

Table 3. Discriminant Validity

	ED	LD	NB	PK
ED	0,896			
LD	0,927	0,890		
NB	0,904	0,863	0,933	
PK	0,904	0,943	0,938	0,888

Source: Data processing with SmartPLS (2023)

The discriminant validity test refers to the Fornell-Larscher criteria which show the cross-loading value > 0.70 which means that the variables meet discriminant validity (Fornell, 1988; Chin, 2009; Hair, et al., 2013). Based on Table 3 above, it is known that the results of discriminant validity which refers to the Fornell-Larscher criteria show that the variables of Entrepreneurship Education (X1), Digital Literacy (X2), Self-Efficacy (Z), and Entrepreneurial Intention (Y) meet discriminant validity.





Table 4 Reliability

	Croncach's alpha	rho_a	Composite reliability	AVE
PK (X1)	0,907	0,922	0,937	0,789
LD (X2)	0,913	0,919	0,938	0,793
ED (Z)	0,875	0,878	0,924	0,803
NB (Y)	0,926	0,926	0,953	0,871

The PLS-SEM reliability test with SmartPLS 4.0 is done in 2 ways: (1) by looking at the value of composite reliability (CR) > 0.70 and (2) by looking at the value of Cronbach's Alpha (α), where for confirmatory research the value of α > 0.70.

According to Ghozali et al. (2015), if the composite reliability > 0.70 indicates that the construct is reliable. Based on Table 4 above, the composite reliability of all variables > 0.70 following the requirements of Composite Reliability, the variables of Entrepreneurship Education (X1), Digital Literacy (X2), Self-Efficacy (Z), and Entrepreneurial Intention (Y) can be declared to have high reliability.

Ghozali et al. (2015) also stated, that if the Cronbach alpha value on a variable > 0.70 then it can be declared reliable. Based on the values in Table 4 above, all values are greater than 0.7 following the requirements of Cronbach Alpha, so it can be stated that the variables of Entrepreneurship Education (X1), Digital Literacy (X2), Self-Efficacy (Z), and Entrepreneurial Intention (Y) have good reliability.

Table 5. Desterminant Coefficient Value

	R Square
NB (Y)	0,921
ED (Z)	0,868

Source: Data processing with SmartPLS (2023)

The R-Square or R2 level is tested to see whether each endogenous latent variable has predictive power over the model or not. In summary, the R2 value indicates the strength of the accuracy of the prediction (Hair, et al., 2017). The rule of thumb of R2 values of 0.75; 0.50; and 0.25 shows that the model is declared substantial, moderate, and weak, respectively (Hair, et al., 2017). Based on Table 5 above, the R-Square value on the Self-Efficacy variable (Z) is obtained at 0.868 which indicates that 86.8% can be influenced by the Entrepreneurship Education (X1) and Digital Literacy (X2) variables while the remaining 13.2% is influenced by other variables outside the study. mThe R-Square value of the Entrepreneurial Intention (Y) variable is obtained at 0.921 which indicates that the Entrepreneurial Intention (Y) variable can be influenced by the Entrepreneurship Education (X1), Digital Literacy (X2), Self-Efficacy (Z) variable by 92.1% while the remaining 7.9% is influenced by other variables outside the study. So, the higher the R-Square value, the greater the ability of the independent variables to explain the dependent variable, and the better the structural equation.



Table 6. F-Square Test Results

Variable	F ²	Result
PK (X1) → ED (Z)	0,058	Small influence
LD (X2) → ED (Z)	0,387	Large influence
ED (Z) → NB (Y)	0,481	Large influence
PK (X1) → NB (Y)	1,253	Large influence
LD (X2) → NB (Y)	0,306	Medium influence

Source: Data processing with SmartPLS (2023)

The F-Square test uses the rule of thumb developed by Hair et al. (2013), that values of 0.02, 0.15, and 0.35 indicate small, medium, and large impacts. F-Square test results Table 6 shows the results of the F-Square test effect of each predictor latent variable (exogenous latent variable) on the structural model. Based on the table above in this study, it is known that the F-square value of entrepreneurship education on self-efficacy is 0.058, indicating a small influence, while digital literacy on self-efficacy has an F-square value of 0.387, indicating a large influence. Furthermore, the F-square value of self-efficacy on entrepreneurial intention is 0.481, thus showing a large influence, while entrepreneurship education on entrepreneurial intention has an F-square value of 1.253, thus showing a large influence, unlike digital literacy on entrepreneurial intention where the F-square value is 0.306, thus showing a medium influence.

According to Ghozali et al., (2015), Predictive Relevance or Q² measures how much observation value is generated by the model and its parameter estimates. A Q² value greater than 0 indicates the model has predictive relevance, while a Q² value less than 0mm indicates the model does not have predictive relevance. The criteria for the strength and weakness of the model are based on Q², namely 0.35 (strong model); 0.15 (moderate model); and 0.02 (weak model). Q² calculation is as follows:

$$\begin{aligned}
 Q^2 \text{ Value} &= 1 - (1 - R^2) \times (1 - R^2) \\
 &= 1 - (1 - 0.868) \times (1 - 0.921) \\
 &= 1 - (0.132) \times (0.079) \\
 Q^2 \text{ Value} &= 0.989573
 \end{aligned}$$

From the above calculation, it can be seen that the Q² value is 0.989573, which means that the amount of diversity from the research data that can be explained by the structural model is 98.96%, while the remaining 1.04% is explained by other factors outside the model.

Table 7. Goodness of Fit Results

Variable	α	CR	AVE	Evaluation
PK (X1)	0,907	0,937	0,789	Good/Fit
LD (X2)	0,913	0,938	0,793	Good/Fit
ED (Z)	0,875	0,924	0,803	Good/Fit
NB (Y)	0,926	0,953	0,871	Good/Fit

Source: Data processing with SmartPLS (2023)

Goodness of fit is the third procedure that evaluates the measurement model





(outer) and structural model (inner). According to Hair et al. (2013), the criteria given by the study indicate that the model meets the goodness of fit if the Cronbach's alpha (α) value is more than ($>$) 0.70, composite reliability (CR) is more than ($>$) 0.70, and average variance extracted (AVE) is more than ($>$) 0.50. From the table above, it can be concluded that this research has fulfilled the goodness of fit of the measurement model (outer). In other words, the measurement model used in this study can be considered good or meet the goodness of fit.

Tabel 8. Direct Effect

Relationship	β	T-value	P-values	Decision
H ₁ PK (X1) → ED (Z)	0,264	3,109	0,002	Not Rejected
H ₂ LD (X2) → ED (Z)	0,679	8,296	0,000	Not Rejected
H ₃ ED (Z) → NB (Y)	0,536	8,893	0,000	Not Rejected
H ₄ PK (X1) → NB (Y)	0,972	13,182	0,000	Not Rejected
H ₅ LD (X2) → NB (Y)	-0,549	6,626	0,000	Not Rejected

Source: Data processing with SmartPLS (2023)

Testing the direct effect is done using the value of path coefficients, by paying attention to the value of the T-statistics which must be greater ($>$) than the T-value (1.96) and the P-value must be smaller ($<$) than 0.05. Based on Table 8, it is known that hypotheses 1, 2, 3, 4, and 5 show the T-statistics value (T-value) $>$ (1.96) and P-value $<$ 0.05 so it is concluded that hypotheses 1, 2, 3, 4, and 5 are accepted and hypotheses 1, 2, 3, and 4 have a positive and significant influence. Whereas in the 5th hypothesis, although the results show that the hypothesis is accepted, it turns out that the effect shown is negative.

Table 9. Test of Indirect Effect

	Direct effect	Indirect effect (after bootstrapping)			Decision				
		β	T-value	P-value					
H ₆	PK (X1) → NB (Y)	0,972	13,182	0,000	PK (X1) → ED (Z) → NB (Y)	0,141	3,131	0,002	Mediator
H ₇	LD (X2) → NB (Y)	-0,549	6,626	0,000	LD (X2) → ED (Z) → NB (Y)	0,364	5,344	0,000	Mediator

Source: Data processing with SmartPLS (2023)

The results of the sixth and seventh hypothesis tests based on Table 9, the correlation of the Entrepreneurship Education variable on Entrepreneurial Intention through Self-Efficacy shows that the indirect path coefficient value is 0.141 with a T-value of 3.131 which means greater than 1.96 and a P-value of 0.002 or smaller than 0.05 so it can be stated that Self-Efficacy has a significant effect in mediating Entrepreneurship Education on Entrepreneurial Intention (H6 tested). As the path coefficient of Self-Efficacy in mediating Digital Literacy on Entrepreneurial Intention shows an indirect path coefficient value of 0.364 with a T-value of 5.344 $>$ 1.96 and a P-value of 0.000 $<$ 0.05 it can be stated that Self-Efficacy has a significant effect in mediating Digital Literacy on Entrepreneurial Intention (H7 tested).

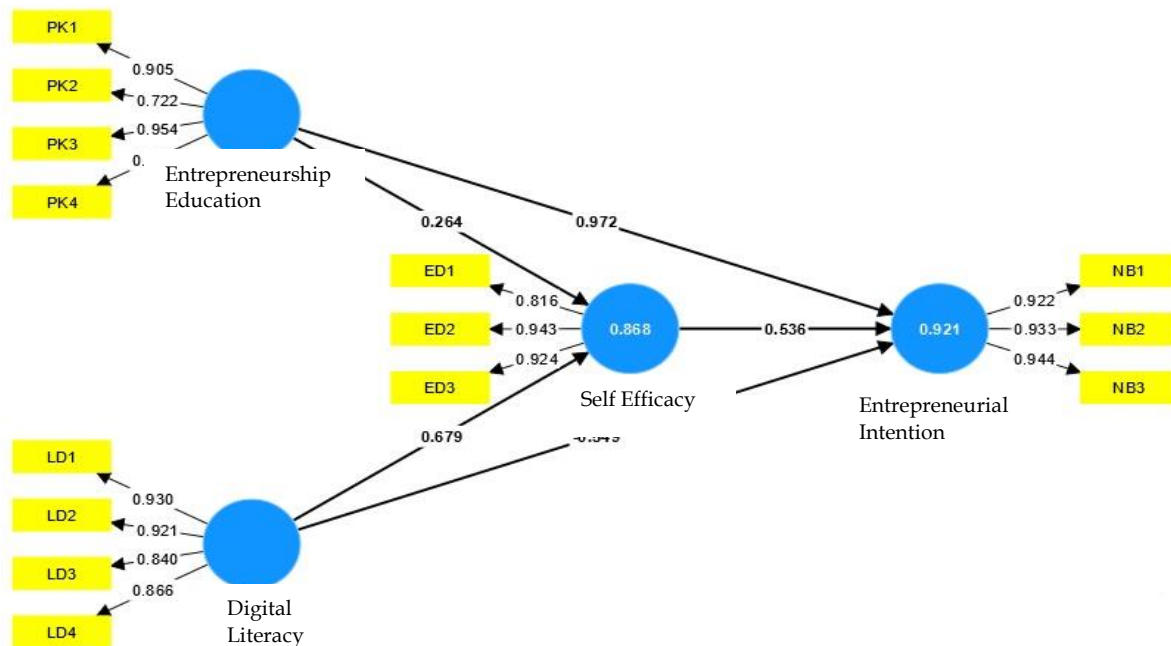


Figure 1. Structural Model

The results of the analysis in this study indicate that entrepreneurship education has a positive and significant effect on self-efficacy. These results agree with the research of Kumalasari et al. (2022), stating that self-efficacy increases along with one's level of understanding of entrepreneurship education. Another study by Putra et al. (2021), revealed that entrepreneurship education is self-efficacy well. Self-efficacy increased rapidly after receiving entrepreneurship education, (Wardani et al., 2021). One of the theories relevant to these results is Albert Bandura's Self-Efficacy Theory (1997). According to this hypothesis, a person's behavior, effort, and perseverance in achieving goals are influenced by their view of their aptitude. In the context of entrepreneurship education, training and developing entrepreneurial skills can increase one's self-efficacy in facing business challenges. With increased self-efficacy, one may be more motivated to take risks, innovate, and act proactively in the context of entrepreneurship.

The analysis shows that digital literacy has a positive and significant influence on self-efficacy. This result proves the findings of Hassan et al. (2022) and Mulyati (2023) who showed that self-efficacy is significantly influenced by digital literacy. One theory that supports the relationship between digital literacy and self-efficacy is the Self-Efficacy Theory by Albert Bandura (1997). According to this idea, a person's actions can be influenced by their confidence in their abilities. When it comes to information technology and engagement with the digital world, those who are highly technologically literate in this area are often more confident. The importance of digital literacy in understanding, transmitting, and interacting with digital technologies also creates positive experiences, which in turn can strengthen self-efficacy. Thus, digital literacy can provide a foundation for the development of self-efficacy in the context of technology.

The results showed that self-efficacy influenced entrepreneurial intention





positively and significantly. These results are in line with previous findings by Mugiyatun & Khafid (2020), who found that students' entrepreneurial tendencies are positively and significantly influenced by self-efficacy Research by Yusuf & Efendi (2019); Oktaviana et al. (2018); Musiiwa et al. (2019); and Wang, (2019) provides evidence supporting the claim that self-efficacy and entrepreneurial intention are positively and significantly correlated. Albert Bandura's (1997) Self-Efficacy Theory is consistent with the findings of this study. This theory states that an individual's belief in their ability to succeed in a particular action or situation will influence their level of motivation and intention to perform that action. In the context of entrepreneurship, self-efficacy plays an important role because entrepreneurs are often faced with challenges and uncertainties. With increased self-efficacy, individuals tend to have stronger intentions to start and grow their ventures. Therefore, self-efficacy building can be considered a key factor in encouraging entrepreneurial intention.

The results showed that entrepreneurship education has a positive and significant influence on entrepreneurial intention. The results of this study agree with previous research by Mugiyatun & Khafid (2020) and Otache et al. (2019), suggesting that entrepreneurship education increases students' entrepreneurial instincts. These results are also reinforced by the results of research by Badri & Hachicha (2019), Handayati et al. (2020), Hoang et al. (2020), Kurjono (2017), Küttim et al (2014), Maresch et al. (2016), Puni et al. (2018), Rahayu et al. (2019) Sánchez and Sahuquillo (2018), Yuniasanti and Esterlita (2018) on the importance of entrepreneurship education for the younger generation because it can affect students' intentions in entrepreneurship. These results are following the Social Cognitive Theory by Albert Bandura (1997). This theory emphasizes observation and learning from the surrounding environment. Entrepreneurship education can be an important factor in shaping self-belief, entrepreneurial ability, and motivation to start a business. These two theories provide a basis for understanding how entrepreneurship education can influence an individual's intention to engage in entrepreneurial activities.

The results of the analysis show that digital literacy has a significant negative effect on entrepreneurial intention. This can be interpreted, that although digital literacy has an impact on entrepreneurial intention, the effect is negative so that the more digital literacy is applied, the lower the entrepreneurial intention of students. Students are indeed considered capable of utilizing technology as their digital literacy, it is just that it is limited to improving their abilities and skills in keeping up with the times, not to increase their entrepreneurial intentions. This implies that students need other factors that can mediate the relationship between their digital literacy competencies and entrepreneurial intentions. This result rejects some previous research findings such as Mutiah (2022); Winarsih et al, (2018); Hasanah et al, (2019). Mulyati (2023) in her research also revealed that digital literacy significantly and positively affects entrepreneurial tendencies. In addition, (Winarsih et al., 2018) also argue that improving digital literacy positively affects a person's capacity for entrepreneurship. Until the research was written, researchers still had not found any journals or articles that supported the results of this study.



The results of the analysis show that self-efficacy has a positive and significant effect in mediating entrepreneurship education on entrepreneurial intention. Self-efficacy seems to be an important part of how learning about entrepreneurship changes the desire to start a business. This is in line with the research results of Agusmiati and Wahyudin (2019); and Apiatun and Prajanti (2019), explaining how the interaction of self-efficacy reinforces and influences entrepreneurship education on students' entrepreneurial intentions. Research by Hoang et al. (2020), Indriyani and Subowo (2019), Lestari and Sukirman (2013), and Puni et al. (2018), also found that self-efficacy can moderate the correlation between entrepreneurship education and entrepreneurial intention. The results of this study are following the Self-Efficacy Theory by Albert Bandura (1997). This theory states that individuals' belief in their ability to succeed in a particular action or situation will affect their level of motivation and intention to take that action. In the context of entrepreneurship education, self-efficacy includes an individual's belief in their ability to become a successful entrepreneur. One can gain experience, knowledge, and skills through entrepreneurship education that help them become more confident. In this case, there is a relationship between entrepreneurial intention and entrepreneurship education through self-efficacy. So, increasing self-efficacy will convince a person that they can succeed in business and overcome obstacles, which in turn will increase entrepreneurial intention.

The results of the analysis show that self-efficacy has a positive and significant effect in mediating digital literacy on entrepreneurial intention. This is evidence that self-efficacy can be one of the factors that play an important role in mediating the relationship between students' digital literacy to foster and increase students' entrepreneurial intentions. Previous research shows that self-efficacy can be a bridge between digital knowledge and the desire to become an entrepreneur is research from (Hoang et al. 2020; Indriyani and Subowo, 2019; Lestari and Sukirman, 2013; Puni et al. 2018). Another study (Fiorentina, 2022) also found that students' desire to start their businesses is strongly influenced by their level of digital knowledge and self-efficacy. A theory that can explain how self-efficacy mediates the relationship between digital literacy and entrepreneurial intention is Bandura's (1997) Self-Efficacy Theory. This theory can be applied to understand how an individual's belief in their ability in digital literacy can influence their intention to engage in entrepreneurial activities.

CONCLUSIONS

Based on the explanation above, it can be concluded that; There is a positive and significant effect of entrepreneurship education variables on self-efficacy variables. Based on these results, it proves that entrepreneurship education has a positive impact on the self-efficacy of respondents. There is a positive and significant influence between digital literacy variables on self-efficacy variables. Based on these results, it proves that the respondents' digital literacy skills have a positive impact on increasing the respondents' self-efficacy. There is a positive and significant influence between the self-efficacy variable and the entrepreneurial intention variable. Based on these results, by having good self-efficacy, respondents can





increase their intention to start a business. There is a positive and significant influence between the entrepreneurship education variable and the entrepreneurial intention variable. Based on these results, it shows that entrepreneurship education has a positive impact on respondents in increasing their entrepreneurial intentions. The better the entrepreneurial mindset of students' self-efficacy, the higher the students' intention to do entrepreneurship, because by having good self-efficacy, students tend to be more confident when involved in business activities. There is a negative and significant influence between the digital literacy variable and the entrepreneurial intention variable. Based on these results, it shows that although digital literacy has an impact on entrepreneurial intention, the effect is negative so the more digital literacy is applied, the lower the entrepreneurial intention of students. This is because, although students are considered capable of utilizing technology as their digital literacy, it is only limited to improving their abilities and skills in keeping up with the times, not increasing their entrepreneurial intentions. There is an indirect effect of entrepreneurship education on entrepreneurial intention through self-efficacy. The test results show that the effect of entrepreneurship education on student entrepreneurial intentions can be mediated by student self-efficacy. Thus, the self-efficacy variable shows its role as a mediator of the independent variable by increasing the effect of entrepreneurship education on respondents' entrepreneurial intentions. There is an indirect effect of digital literacy on entrepreneurial intention through self-efficacy. The test results show that the effect of digital literacy on student entrepreneurial intention can be mediated by student self-efficacy. Thus, the self-efficacy variable proves its role in mediating the independent variable in increasing the effect of digital literacy on respondents' entrepreneurial intentions.

Increasing entrepreneurial intention in students can be achieved by developing and building confidence through student self-efficacy it is expected to increase the utilization of entrepreneurship education and digital literacy in shaping entrepreneurial intention. The solution that can be done by schools is to map entrepreneurship education, digital literacy, self-efficacy, and entrepreneurial intention. In addition, entrepreneurship education and digital literacy can be done by implementing positive learning which is expected to help students find strong motivation, build positive attitudes, and build strong beliefs and confidence to increase entrepreneurial intention. Finally, in this study, data collection was limited to distributing questionnaires. This limitation resulted in limited exploration of information from respondents as it was not possible to obtain further information from them. To increase the depth of information and additional knowledge during the development of the research results, it is recommended that future research involve interviews as an additional method.

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