The Influence of Entrepreneurship Literacy and Digital Literacy on Entrepreneurial Interest among Generation Z Students

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Article history	Abstract
	This study aims to examine the influence of entrepreneurship literacy and digital literacy on the entrepreneurial interest of Generation Z students. A quantitative research design was employed using a survey method. The target population comprised 1,950 undergraduate students from the Faculty of Economics and Business at Jakarta State University, enrolled in the 2021–2022 academic year. The sampling technique combined purposive sampling with proportionate stratified random sampling. Using the Isaac and Michael formula with a 5% margin of error, a sample of 321 students was selected. Data were analyzed using Structural Equation Modeling with the Partial Least Squares (SEM-PLS) approach, implemented through SmartPLS 4.0 software. The data analysis procedure included measurement model evaluation, structural model assessment, and hypothesis testing of direct effects. The results of the study revealed the following: (1) entrepreneurship literacy has a positive and significant influence on entrepreneurial interest; (2) digital literacy also has a positive and significant influence on entrepreneurial interest; and (3) both entrepreneurship literacy and digital literacy jointly exert a positive and significant influence on the entrepreneurial interest of Generation Z students from the Faculty of Economics and Business, Jakarta State University, class of 2021–2022.

1. INTRODUCTION

In recent years, technological developments have experienced rapid growth due to advances in information technology and digital transformation. Almost all business sectors are now shifting from manual processes to automation. Industries that are still conventional are required to transform in order to survive. Organizations that are able to manage this change tend to succeed, while those that fail risk going bankrupt or being forced to make efficiencies that result in workforce reductions (Dhyanasaridewi, 2020).

High unemployment is caused by limited job opportunities and the mindset of graduates who prefer to look for work rather than create it. The solution is a skills improvement program, expanding job opportunities, and developing entrepreneurship (Daerobi, 2024). Barriers to workforce absorption

are caused by the mismatch between job vacancies and the entrepreneurial and digital skills possessed by Generation Z (Safitri & Rezza, 2025)

The younger generation has great potential for Indonesia's progress through creativity and innovation in digital literacy that encourages entrepreneurship. Instilling a culture of literacy improves their ability to respond to information and take advantage of opportunities, especially in the field of entrepreneurship (Hidayat et al., 2022). Indonesia has an entrepreneurial population ratio of 3.47%, still lower than Thailand (4%), Malaysia (4%), Singapore (8.9%), and developed countries which reach 12%. This shows that entrepreneurship in Indonesia is still lagging behind (Meliani & Panduwinata, 2022).

According to BPS (2024), the Open Unemployment Rate (TPT) for 15–24 years old in Indonesia was the highest compared to other age groups throughout 2021–2023. The TPT for 15–19 years old rose from 23.91% (2021) to 29.08% (2022), then decreased to 25.77% (2023). Meanwhile, the TPT for 20–24 years old fell from 17.73% (2021), to 17.02% (2022), and to 16.85% (2023). Despite the decline, the TPT for the 15–24 years old group remains the highest compared to other age groups. A high unemployment rate can be attributed to the limited availability of job opportunities compared to the growing number of graduates entering the workforce, as well as a mindset among graduates that prioritizes job-seeking over job creation. To address this issue, solutions include implementing programs that focus on skill development, expanding employment opportunities, improving the quality of education graduates, and promoting entrepreneurship (Daerobi, 2024).

Based on the 2023 tracer study report from the Faculty of Economics and Business, State University of Jakarta, with 435 alumni participating in the tracer study program, 41.6% were employed or employees, 2.3% were unemployed, 0.7% were self-employed, 1.6% were continuing their education, and 53.8% were unemployed but currently seeking work. This data indicates that entrepreneurial interest among Generation Z remains low. The Faculty of Economics and Business, State University of Jakarta, has been equipped with entrepreneurship literacy through entrepreneurship courses as preparation for entrepreneurship.

Based on the results of a preliminary study involving 45 students from the Faculty of Economics and Business at Jakarta State University, around 80% of students expressed their career plan after graduation as "working as employees," while 8.9% chose "entrepreneurship" and 11.1% were interested in "continuing their studies." Based on this data, the interest in entrepreneurship among Generation Z students at the Faculty of Economics and Business, Jakarta State University, remains relatively low after graduation.

In the research Paramitasari et al. (2024) previous research focused on promoting the application of knowledge and technological developments to increase entrepreneurial interest among high school students. However, this study fills the gap by focusing on the role of entrepreneurship literacy and digital literacy in encouraging young entrepreneurs among Generation Z undergraduate students at the Faculty of Economics and Business, Jakarta State University, class of 2021-2022.

Previous research conducted by Khairunisa & Sabaria (2023) focused solely on the impact of digital literacy on entrepreneurial interest, thus lacking a comprehensive view of other influential factors. This study addresses that gap by incorporating entrepreneurship literacy as an additional variable, aiming to provide a deeper understanding of how both digital literacy and entrepreneurship literacy jointly affect entrepreneurial interest.

Based on several previous studies related to the influence of entrepreneurship literacy and digital literacy on the entrepreneurial interest of Generation Z students, there are still noticeable research gaps that the researcher finds important and compelling to explore further. Therefore, grounded in the key issues outlined above, this study aims to investigate more deeply the topic "The Influence of Entrepreneurship Literacy and Digital Literacy on the Entrepreneurial Interest of Generation Z Students at the Faculty of Economics and Business, Jakarta State University, Class of 2021–2022."

In line with this background, the researcher formulates three main research objectives: (1) To examine the direct influence of entrepreneurship literacy on the entrepreneurial interest of students at the Faculty of Economics and Business, Jakarta State University, (2) To examine the direct influence of digital literacy on the entrepreneurial interest of Generation Z students at the same faculty, and (3) To analyze the combined influence of entrepreneurship literacy and digital literacy on the entrepreneurial interest of Generation Z students from the class 2021–2022.

2. LITERATURE REVIEW AND HYPOTHESIS

Generation Z

As stated by Manjillatul Urba et al. (2024), Generation Z refers to individuals who were raised in a digitally driven era, characterized by the rapid advancement of information and communication technology. This generation has been immersed in a digital environment from an early age, shaping their behavior, preferences, and worldview. Claudia and Rahman (2024) further describe Generation Z as "digital natives"—a term that highlights their inherent familiarity with digital tools and platforms. Unlike previous generations, they did not have to adapt to technological advancements because these tools were already integrated into their everyday lives, including education, social interaction, and entertainment.

Chan and Lee (2023) reinforce this understanding by emphasizing that Generation Z has had uninterrupted access to digital technology, social media, and the internet throughout their formative years. This constant connectivity has influenced not only how they communicate and access information but also how they perceive the world, form relationships, and engage with brands and institutions.

Taken together, these expert perspectives suggest that Generation Z is a unique cohort whose upbringing in a technology-rich environment has shaped distinct characteristics. They are generally more tech-savvy, quick to adapt to digital trends, and reliant on online platforms for various aspects of life. Their deep integration with digital tools also implies different expectations in education,

employment, and consumer behavior. Therefore, understanding Generation Z requires recognizing their close relationship with technology as a defining aspect of their identity and lifestyle.

Entrepreneurial Interest

According to Syahira et al. (2024) entrepreneurial interest can be interpreted as the involvement of individuals in the realm of profit-oriented entrepreneurial which is characterized by a willingness to make decisions in the face of risks, accompanied by a firm attitude towards potential failure. In line with the opinion of Saputra et al. (2023) entrepreneurial interest is the motivation that drives individuals to engage in business activities. according to the ideas they have in order to meet their life needs. Then in line with the opinion according to Chusumastuti (2020) entrepreneurial interest is a condition that reflects the interest, attention, focus, and positive tendencies of individuals towards entrepreneurial activities.

According to Septianti & Putri (2023) in their research in measuring the variable of interest in entrepreneurship using indicators including 1) joy, 2)interest in entrepreneurship, 3) enthusiasm, and 4) participation. According to Zimmerer in a study conducted by Gheta & Khuzaini (2022) the indicators of the variable of interest in entrepreneurial are, 1) not depending on others and 2) creating job opportunities. According to Latip et al. (2023) in their research, the indicators used to measure the variable of interest in entrepreneurial are, 1) interested in entrepreneurship, 2) daring to take risks, and 3) achieving goals to meet life's needs.

Entrepreneurial interest refers to an individual's motivation to initiate a business venture with the courage to face risks. Then this study adapts indicators derived from the research Latip et al. (2023) then from the indicators used to measure entrepreneurial interest are 1) interested in entrepreneurship, 2)dare to take risks, 3) achievement of goals to meet life needs. The researcher adopted these indicators as prior studies by Relwandani et al. (2023) and Latip et al. (2023) reported high reliability scores of 0.949 and 0.870, respectively both exceeding the acceptable threshold of 0.7 (Musyaffi et al., 2022).

Entrepreneurship Literacy

According to Gultom et al. (2024) entrepreneurship literacy is an understanding that helps someone in making decisions related to the desire to manage a business. Then the opinion of Hidayati et al. (2023) entrepreneurship literacy is the ability to generate original ideas through creativity and innovation. This ability allows individuals to generate ideas that provide benefits for themselves and others. According to Mulyanto & Budi (2024) entrepreneurship literacy refers to an individual's capability to comprehend business, financial, and marketing concepts.

According to Kolvereid in the research of Wardoyo et al. (2024) that the indicators of entrepreneurship literacy include 1)enjoyment of entrepreneurship, 2) readiness for entrepreneurship, 3)mature consideration for entrepreneurship, and 4)deciding to entrepreneurship. According to Gultom et al. (2024) explained that the indicators of entrepreneurship literacy can be measured by several

indicators, namely, 1) basic understanding of entrepreneurship, 2). the ability to recognize and evaluate business opportunities and understand essential business components. As for the research of Sitanggang et al. (2022) that the indicators of entrepreneurship literacy are 1) having an understanding of knowledge about business development, 2) being able to conduct a comprehensive analysis of business opportunities and risks, and 3) demonstrating the ability to manage effective business management., management, and then adapt to market changes.

It can be concluded that from the several expert opinions above, entrepreneurship literacy is the ability of individuals to understand entrepreneurial knowledge to support decision making in managing a business. This study adapts indicators from Kolvereid's research in Wardoyo et al. (2024) so the indicators used to measure entrepreneurship literacy are 1) enjoyment of entrepreneurship, 2) readiness for entrepreneurship, 3) mature consideration for entrepreneurship, 4) deciding to entrepreneurship.

The researcher selected these indicators based on Wardoyo et al. (2024), whose study reported an entrepreneurship literacy reliability score of 0.816 classified as high >0.8 and exceeding the recommended minimum threshold of 0.7 (Musyaffi et al., 2022).

Digital Literacy

According to Samuel et al. (2024) digital literacy refers to the competencies needed to manage digital technology through these skills are important for growing entrepreneurship. According to Kholid & Darmawan (2023) digital literacy is the ability of individuals to utilize digital technology which includes hardware such as computers and mobile phones. As well as software including online applications and platforms in an efficient and responsible manner. This ability includes searching for information online, assessing the accuracy of information, and the ability to communicate and collaborate effectively through digital media. Furthermore, according to Peng & Yu (2022) Digital literacy refers to an individual's capacity to comprehend, utilize, and critically evaluate Information and Communication Technology (ICT) skills.

According to research by Raphael & Kipene (2024) there are four (4) indicators of digital literacy, namely Operation skills, Collaboration skills, Thinking skills, and Awareness skills. Meanwhile, research conducted by Setiawati et al. (2022), digital literacy can be measured by several indicators, including 1)the ability to manage information through social media, 2) the ability to use information from digital media as data reference, 3) the ability to adopt digital tools, 4) the ability to manage online identity, 5) ability to filter information circulating in various media. According to Aulia et al. (2021) there are three (3) indicators of digital literacy, including, 1) digital understanding, 2) assessment of content and information, 3)ability to surf the internet.

From several expert opinions, digital literacy is an individual's ability to utilize digital technology to meet daily needs. This study adapts indicators from the research of Setiawati et al. (2022)) so the indicators used to measure digital literacy are 1) the ability to manage information through social media,

2) the ability to use information from digital media as data reference, 3) the ability to adopt digital tools, 4) the ability to manage online identity, 5) ability to filter information circulating in various media.

The researcher used these indicators because Setiawati et al. (2022) reported a high reliability score for digital literacy, with a composite reliability of 0.823. Generally, reliability values above >0.7 are acceptable, and scores above 0.8 indicate high reliability (Musyaffi et al., 2022).

Setiawati et al. (2022) entrepreneurship literacy and digital literacy exerts a significant and positive influence on entrepreneurial interest. Therefore, integrating these competencies into educational curricula is essential to foster enhanced entrepreneurial motivation among students. This finding is in line with Paramitasari et al. (2024) this also confirms the positive and significant impact of entrepreneurship and digital literacy on entrepreneurial interest.

Hypothesis

Entrepreneurial interest represents an individual's motivation and inclination to engage in business activities, often characterized by a willingness to take risks, pursue innovation, and achieve goals to meet life's needs (Syahira et al., 2024; Saputra et al., 2023; Chusumastuti, 2020). This interest can be influenced by various factors, notably entrepreneurship literacy and digital literacy. Entrepreneurship literacy equips individuals with the knowledge and readiness to make sound business decisions and to engage in entrepreneurial activities through creativity, opportunity evaluation, and strategic planning (Gultom et al., 2024; Hidayati et al., 2023; Wardoyo et al., 2024). Digital literacy, on the other hand, reflects the ability to effectively use and manage digital technologies, which are increasingly critical in today's entrepreneurial landscape (Samuel et al., 2024; Setiawati et al., 2022). Prior studies have suggested that both forms of literacy are positively associated with entrepreneurial interest (Setiawati et al., 2022; Paramitasari et al., 2024). Based on this conceptual foundation, the following hypotheses are proposed:

H1: There is a positive and significant direct influence between entrepreneurship literacy and entrepreneurial interest.

Entrepreneurship literacy provides individuals with essential knowledge and competencies, such as recognizing opportunities, managing business risks, and making strategic decisions (Gultom et al., 2024; Mulyanto & Budi, 2024). The ability to understand and apply entrepreneurial concepts fosters a sense of readiness and confidence in starting a business. Indicators such as enjoyment of entrepreneurship, readiness, thoughtful consideration, and decisiveness, as adapted from Wardoyo et al. (2024), help measure this construct. With a strong foundation in entrepreneurship literacy, individuals are more likely to develop a deeper interest in entrepreneurial activities, driven by clarity, purpose, and self-efficacy in navigating business environments. Thus, the following hypothesis was proposed:

H2: There is a positive and significant direct influence between digital literacy and entrepreneurial interest.

Digital literacy plays a critical role in the entrepreneurial process, particularly in today's technology-driven era. It encompasses skills such as managing information via digital platforms, evaluating the credibility of digital content, adopting digital tools, and managing digital identity (Setiawati et al., 2022). These capabilities enable individuals to efficiently access resources, market products, and collaborate online. As supported by Samuel et al. (2024) and Kholid & Darmawan (2023), digital literacy enhances the potential for entrepreneurial success by expanding one's ability to operate within a digital ecosystem. Individuals with strong digital literacy are better prepared to innovate, reach target audiences, and capitalize on online opportunities, factors that significantly increase their entrepreneurial interest. Therefore, the following hypothesis was developed:

H3: There is a significant positive direct influence between entrepreneurship literacy and digital literacy and entrepreneurial interest.

Figure 1 summarizes the relationships among the variables and the corresponding hypotheses in this study.

Figure 1.

Conceptual Framework
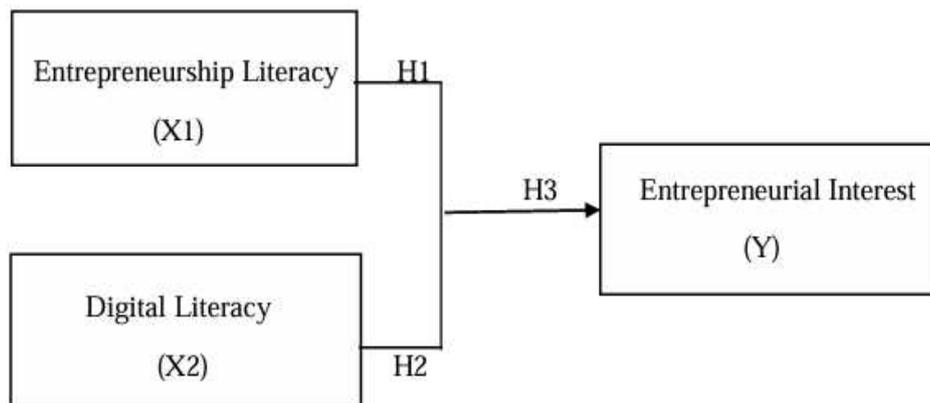
3. RESEARCH METHOD

This study employs a quantitative approach with a descriptive method to examine the relationships between variables. The quantitative method focuses on analyzing numerical data using appropriate statistical techniques (Sugiyono, 2020).

According to Sugiyono (2020), the population refers to a set of entities within a specific area that share certain characteristics and serve as the basis for generalization. In this study, the population consisted of 1,950 Generation Z undergraduate students from the Faculty of Economics and Business at Jakarta State University, class of 2021–2022.

A sample, as defined by Sugiyono (2020), is a subset that represents specific traits of a larger population. This study used purposive sampling in combination with proportionate stratified random sampling. Based on the Isaac and Michael formula with a 5% margin of error, the sample size was determined to be 321 students. Generation Z undergraduate students from the 2021–2022 cohort were

chosen because they are approaching graduation and preparing to enter the workforce. As noted by Tingginehe and Sulandjari (2024), graduates typically choose between careers as employees or entrepreneurs, depending on their skills. Therefore, this study aims to assess students' career readiness by examining their entrepreneurial and digital literacy gained throughout their academic experience.

Data collection was conducted using a survey method, with a questionnaire serving as the primary instrument. According to Prawiyogi et al. (2021), a questionnaire is a tool that systematically gathers data through structured statements for respondents to answer. Widayanti (2021) highlights that Google Forms is a user-friendly, cost-effective, and accessible platform that can be used on various devices. Additionally, Laela et al. (2021) state that Google Forms enhances efficiency by expediting data collection, reducing paper usage, and enabling automatic processing. Prior to analysis, all responses were reviewed for completeness and consistency. The researcher also ensured the confidentiality of respondents' information throughout the study.

To examine the influence among variables, the study employed regression analysis using Structural Equation Modelling (SEM) with the SmartPLS 4.0 software, applying the Partial Least Squares (PLS) method. PLS is a multivariate technique designed to analyze complex relationships between independent and dependent variables. According to Musyaffi et al. (2022), SEM-PLS is suitable for both exploratory and confirmatory research, making it appropriate for this study's objective of exploring the influence of multiple variables.

4. RESULTS AND DISCUSSIONS

Results

The Average Variance Extracted (AVE) value exceeding >0.5 is indicative of construct validity (Musyaffi et al., 2022). The expected reliability value exceeds >0.7, and composite reliability above >0.70 indicates acceptable reliability (Musyaffi et al., 2022)

Table 1.

Result of Validity and Reliability

Variables	Cronbach's alpha	Composite reliability (rho_a)	Average variance extracted (AVE)
Entrepreneurship Literacy (X1)	0.928	0.932	0.647
Digital Literacy (X2)	0.949	0.954	0.649
Entrepreneurial Interest (Y)	0.950	0.951	0.656

Based on table 1 presents composite reliability and cronbach's alpha results for all variables, with values exceeding 0.7, while AVE values >0.5 (Musyaffi et al., 2022). Consequently, all tested variables are deemed valid and reliable.

In evaluating discriminant validity, it is necessary to examine the cross-loading value and the application of the Fornell Lacker Criterion. The Fornell-Larcker Criterion analysis compares the correlation of latent variables with constructs in the AVE. The square root value in each AVE must have

a greater value than the construct in its variable compared to the variable with other constructs Musyaffi et al. (2022).

Table 2.

Discriminant Validity

Variable	Entrepreneurial Interest (Y)	Entrepreneurship Literacy (X1)	Digital Literacy (X2)
Entrepreneurial Interest (Y)	0.805		
Entrepreneurship Literacy (X1)	0.802	0.806	
Digital Literacy (X2)	0.651	0.576	0.810

Based on table 2 the Fornell-Larcker Criterion results indicate that each construct's AVE root exceeds its correlations with other variables, confirming that discriminant validity meets the required standards.

R-Square is used to measure the influence of variables on endogenous variables on exogenous variable (Musyaffi et al., 2022). The measure for measuring the level of strength in R square is divided into several categories, namely an R square value of 0.67 means strong, 0.33 means moderate, then 0.19 means weak (Musyaffi et al., 2022). Based on Tab 3 effect of 0.696 with respect to entrepreneurial interest, indicating that R square value in this study is strong.

Table 3.

R-Square

	R-square	R-square Adjusted
Entrepreneurship interest (Y)	0.696	0.694

F square aims to measure the extent to which exogenous constructs influence endogenous constructs, as well as assess the substantive significance of this influence (Musyaffi et al., 2022). F square is classified as small at 0.02, medium at 0.15, The F-square value is deemed large when it attains is 0.35 (Musyaffi et al., 2022).

Table 4

F-Square

	Entrepreneurship Literacy (X1)	Digital Literacy (X2)	Entrepreneurial Interest (Y)
Entrepreneurship Literacy (X1)			0.879
Digital Literacy (X2)			0.175
Entrepreneurial Interest (Y)			

Based on tabel 4 drawing from the data in the table, the F square value of entrepreneurship literacy shows that the Entrepreneurship Literacy construct (X1) has a large substantive influence on the

Entrepreneurial Interest construct with an f square value of 0.897. Meanwhile, the digital literacy construct (X2) provides a moderate substantive contribution reflected by an F-square value of 0.175. These results indicate that entrepreneurship literacy is the main factor influencing the Y variable, followed by digital literacy which also makes a good contribution.

Direct Effect Analysis

The hypotheses were tested through the PLS-SEM method because it is able to analyze exogenous and endogenous variables simultaneously. According to Musyaffi et al (2022), the assessment is carried out through the path coefficient, with the provision that the t-statistic value must be >1.96 then p-value <0.05 Therefore, the hypothesis is deemed acceptable.

Table 5

Direct Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ($|O/STDEV|$)	P values
Entrepreneurship Literacy (X1) -> Entrepreneurial Interest (Y)	0.639	0.635	0.072	8.887	0.000
Digital Literacy (X2) -> Entrepreneurial Interest (Y)	0.282	0.288	0.073	3.855	0.000

Based on the results of the hypothesis test, the values of H1 and H2 exceed 1.96, so both hypotheses are declared accepted.

Discussions

The effect of Entrepreneurship Literacy on Entrepreneurial Interest

Based on the descriptive analysis, the highest indicator of entrepreneurship literacy is "enjoyment of entrepreneurship" with a mean score of 4.583. The statement "I feel enthusiastic about applying entrepreneurial knowledge" reflects that Generation Z students class of 2021–2022 from the Faculty of Economics and Business at Jakarta State University enjoy engaging in entrepreneurial activities.

The t-test result shows that entrepreneurship literacy (X1) significantly influences entrepreneurial interest (Y), with an original sample value of 0.639, T-statistic 8.887 (>1.96), and p-value 0.000 (<0.05), indicating H1 is accepted.

Undergraduate students with higher entrepreneurship literacy tend to develop better ideas and strategies, helping them compete in wider markets. This literacy reduces the risk of unplanned ventures and enhances product competitiveness. Therefore, the more entrepreneurial knowledge students possess, the stronger their entrepreneurial interest.

This finding supports previous studies by Hariroh et al. (2023), Almuna et al (2020), and Indriyani et al. (2022), which also found a positive and significant relationship between entrepreneurship literacy and entrepreneurial interest. Universities should promote training or workshops focused on

business risk analysis to boost students' confidence and decision-making abilities before starting a business.

The Effect of Digital Literacy on Entrepreneurial Interest

Based on the results of the descriptive analysis in this study, the indicator "ability to filter information circulating on various social media" had the highest average score of 4.673, with the statement "I always fact-check information from social media before sharing it with others." This indicates that the ability to filter information encourages entrepreneurial interest among Generation Z students of the Faculty of Economics and Business, Jakarta State University class of 2021–2022.

According to the t-test results, digital literacy (X2) has an original sample value of 2.282, a T-statistic of 3.855 > 1.96, and a p-value of 0.000 < 0.05. These results indicate that H2 is accepted, meaning digital literacy has a positive and significant effect on students' entrepreneurial interest. Questionnaire findings reveal that individuals with broader digital literacy tend to be more critical when accessing information and utilize digital technology for entrepreneurship, facilitating business management, market reach, and trend analysis.

Digital literacy positive and significant influences students' entrepreneurial interest, as supported by studies from Petra et al. (2023), Khairunisa & Sabaria (2023), and Ningsih & Wahyudi (2023) it reflects one's ability to adapt to technological advances, especially in communication, marketing, trend analysis, and identifying business opportunities. In the digital era, this skill is crucial for entrepreneurs to manage businesses and expand market reach effectively. Thus, universities should enhance students' digital literacy through case-based learning, content verification, and critical analysis practices to strengthen decision-making skills.

The Combined Effect of Entrepreneurship Literacy and Digital Literacy on Entrepreneurial Interest

Based on the results of the F square test, entrepreneurship literacy (X1) has a substantial influence on Entrepreneurial Interest with an F square value of 0.897, while digital literacy (X2) shows a moderate influence with a value of 0.175. This confirms that hypothesis H3 is accepted, indicating that both entrepreneurship literacy and digital literacy have a positive and significant effect on students' interest in entrepreneurial.

Questionnaire findings reveal that students with higher entrepreneurship literacy tend to be more capable of generating ideas, developing strategies, and building competitive businesses. Entrepreneurship literacy serves as the foundation for entrepreneurial thinking, while digital literacy acts as a tool to apply this knowledge through technology utilization for marketing, business management, and broader market reach.

The combination of entrepreneurship literacy and digital literacy enhances students` abilities to identify business opportunities, analyze digital trends, and create innovations based on information from various digital sources. Thus, the improvement of both literacies contributes to the growth of students' entrepreneurial interest. These findings are consistent with the study by Paramitasari et al.

(2024) which also confirms the positive and significant influence of entrepreneurship literacy and digital literacy on students' interest in entrepreneurial.

5. CONCLUSION

The results of the hypothesis testing and subsequent discussion indicate several key findings. First, entrepreneurship literacy has a direct and significant positive effect on the entrepreneurial interest of undergraduate students at the Faculty of Economics and Business, Jakarta State University, class of 2021–2022. This suggests that higher levels of entrepreneurship literacy correspond to increased entrepreneurial interest. Second, digital literacy also has a direct and significant positive effect on entrepreneurial interest among these students, indicating that greater digital literacy enhances their inclination toward entrepreneurship. Third, when considered jointly, entrepreneurship literacy and digital literacy together exert a direct and significant positive influence on entrepreneurial interest. This demonstrates that improvements in both entrepreneurship and digital literacy contribute to a higher level of entrepreneurial interest among the students.

Based on these findings, several recommendations can be made. Given that many undergraduate students still exhibit risk aversion in relation to entrepreneurial activities, it is recommended that the university develop business incubation programs and provide mentoring to encourage risk-taking and practical experience. Furthermore, in the domain of entrepreneurship literacy, students appear to lack adequate skills in risk assessment; therefore, training focused on business risk analysis is necessary. Regarding digital literacy, students face challenges in evaluating information encountered on social media platforms. To address this, it is advised that the university incorporate case-based learning and content verification exercises to strengthen critical evaluation skills. Additionally, integrating digital entrepreneurship modules into the curriculum is recommended to effectively bridge the gap between digital literacy and entrepreneurial competence.

This study has certain limitations. It focuses exclusively on entrepreneurship literacy and digital literacy as factors influencing entrepreneurial interest, without examining other potentially relevant variables, such as gender or academic background, that could act as moderators. Additionally, data collection was conducted solely through online questionnaires, which may limit the depth and breadth of the responses obtained

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