Entrepreneurial interest in startup business based on entrepreneurial literacy and digital literacy

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Abstract

It is the first empirical research that initiates a model for a growing interest in entrepreneurship among the younger generation based on the two most important literacy in the industrial era 4.0, namely digital literacy and entrepreneurial literacy. Specifically, the purpose of this research is to fill the research gap of the lack of research that examines the interest in entrepreneurship in startups based on digital literacy and entrepreneurial literacy as well as solving problems for the low interest in entrepreneurship in startup businesses among the younger generation. The sample of this research was 406 students of the Faculty of Economics and Business, Universitas Jambi. It was collecting data using a questionnaire. The data analysis technique used Partial least square. The study results showed high entrepreneurial and digital literacy levels and student interest in entrepreneurship. Entrepreneurial and digital literacy has a positive and significant effect on the entrepreneurial interest of students. To foster entrepreneurial interest in startup businesses, it is necessary to provide entrepreneurial literacy to the younger generation, both formally and informally. It is also necessary to increase digital literacy with an education relevant to startup businesses among the younger generation.

Keywords: *Digital literacy, Entrepreneurial interest, Entrepreneurial literacy, Startup business*

JEL Classification: I23, O33, M21

INTRODUCTION

Unemployment is a major problem faced by every developing country, including Indonesia. One way to overcome the unemployment problem is with an

entrepreneurship program, which can create many new entrepreneurs and create jobs, thereby reducing unemployment and positively affecting the economy. (Hasanah & Setiaji, 2019)

Indonesia, based on the population census (2018), has a population of 265 million people. The entrepreneurial ratio is only 3.4% of the total population of Indonesia. This ratio is quite lagging when compared to other ASEAN countries such as Thailand (4.2%), Malaysia (4.7%), and Singapore (8.7%). Indonesia needs about 10% or 26.5 million new entrepreneurs to catch up and can be classified as a developed country.

One way to accelerate and increase new entrepreneurs is through growing entrepreneurial interest. Based on data from the World Economic Forum (2022), Indonesia ranks at the top compared to other ASEAN countries in the interest in becoming entrepreneurs among the younger generation (35.5%), following Thailand (31.9%), Vietnam (25.7%), Malaysia (22.9%), Philippines (18.7) and Singapore (16.9)%. However, interest in a career in a startup business is the last choice for the young Indonesian generation (5.2%) compared to other entrepreneurial career choices such as family business (16.5%), big local company (8.8%), and SME (7.1). %).

It is ironic, considering that in the industrial era 4.0 and society 5.0, the world of business and industry has been in such a way related to information and communication technology (ICT) and therefore has grown a new form of business called a startup business (Pateli & Giaglis, 2005). In many developed countries, startup businesses have grown into companies that are changing traditional business models and markets to virtual business models and marketplaces, where inventory is replaced by information and digital products replace physical goods.

The startup business in the world has become a trend that has led many new businesses to grow to reach high capitalization, such as Uber (transport), Snapchat (photo), Prezi (internet-based presentation software), and Paypal (payment app). All of these startup businesses are based in America and have succeeded in making their owners become billionaires in the world. This phenomenon also occurs in Indonesia, where many startups such as Go-Jek, Tokopedia, Bukalapak, Traveloka, and Ruangguru have become unicorns, with a valuation above US $ 1 billion, and have given birth to young millionaires. The growth of startups has created a multiplier effect for many Micro, Small, and Medium Enterprises (MSMEs). It has positively impacted domestic economic growth, such as the emergence of e-commerce, online transportation, and even social crowdfunding.

Based on the report of the Indonesian Creative Economy Agency (Zaky et al. 2018), Indonesia is the country with the 4th most internet users in the world, with internet penetration of 73.7 percent of the total population (202.6 million users), becoming one of the countries with the largest digital market in the world at the moment. If the young generation, who are digital natives, does not take advantage of this potential, Indonesia will become a digital consumer in its own country.

One of the important factors in fostering entrepreneurial interest among the younger generation in the digital era is entrepreneurial literacy (Kuntowicaksono, 2012). Entrepreneurial interest focuses on entrepreneurship because of a sense of love and a desire to learn, know and prove more about entrepreneurship. Entrepreneurial interest

arises because of the knowledge and information about entrepreneurship, which is then continued to participate directly to seek experience. Finally, a desire arises to pay attention to the experience obtained. Entrepreneurial Interest Indicators consist of: 1) Cognition, which includes entrepreneurial knowledge of interest in entrepreneurship; 2) Emotion, which includes feelings of pleasure, interest, and attention to interest in entrepreneurship; 3) Conation, which includes desire, effort, and belief in interest in entrepreneurship. The measurement of entrepreneurial interest in wanting to start an independent business, from 'quite interested' to 'very interested' (Wilson et al., 2007).

Entrepreneurial interest in a startup business is an interest in being involved in a newly established business that is still in the development and research (R&D) stage to find market potential and use information technology as a supporting instrument in processes, systems, products produced, and the parties involved. (Hidayat et al., 2020; Bekraf, 2018).

One of the entrepreneurial interests in the startup sector is shaped by entrepreneurial literacy (Firman et al., 2020; Hasan et al., 2020; Sutedjo et al., 2020). Entrepreneurial literacy is an intellectual obtained and owned by a person through entrepreneurship education that can help that person to innovate and become an entrepreneur (Hendrawan & Sirine, 2017). Entrepreneurial literacy is a person's understanding of entrepreneurship with positive, creative, and innovative characteristics in taking profitable business opportunities for himself and society (Kuntowicaksono, 2012). Entrepreneurial literacy is the knowledge possessed by someone indispensable, especially in producing new products or services, generating new added value, starting new businesses, and developing new organizations(Alfionita et al., 2020)

Based on the definition stated, it is concluded that entrepreneurial literacy is a person's ability to produce something new through creative thinking and innovative actions to create ideas or business opportunities that can be utilized by oneself and others. Indicators of entrepreneurial literacy refer to Purwanto et al. (2022). These indicators are: a) Basic knowledge of entrepreneurship and interest in entrepreneurship needs to be realized by the existence of information to find or create business opportunities to help realize their business; b) Knowledge of business ideas and opportunities, forming an entrepreneurial interest in producing a business requires structured thoughts or things; c) Knowledge of business aspects and existing information will create a process through various obstacles and risks that will be passed to realize their business.

Entrepreneurial interest is also influenced by the level of knowledge and understanding of a person using digital devices to communicate in various aspects of daily life, called digital literacy (Hasanah & Setiaji, 2019). Information technology observer first raised the term digital literacy from the United States, Paul Gilster, in his book digital literacy (1997). In its development, UNESCO has strengthened digital literacy as everything related to life skills involving technology, including learning, thinking critically, creatively, and innovatively to produce digital competencies. Digital literacy refers to increasing an individual's ability to read, analyze, and use digital information. Digital literacy also refers to knowledge, skills, and understanding in utilizing digital technology (Ghufron, 2018). According to UNESCO (2019), life skills

involve using technology, information, communication, socializing, learning, and thinking critically, creatively, and innovatively for digital competence. Digital literacy refers to increasing an individual's ability to read, analyze, and use digital information. Digital literacy also refers to knowledge, skills, and understanding in utilizing digital technology (Ghufron, 2018). Digital literacy is measured into five indicators: a) the ability to find, interpret, evaluate, manage, and share information through social media accounts; b) the ability to use information from digital media as data reference; c) the ability to adopt, adapt and use digital devices, both applications, and services; d) the ability to manage online identity and e) Ability to filter information circulating in various media (Stefany et al., 2017)

This literacy allows a person to produce something new through creative thinking and innovative actions to create ideas or business opportunities that benefit him and the wider community. Many studies have found that entrepreneurial literacy positively affects interest in entrepreneurship (Firman et al., 2020; Hasan et al., 2020; Sutedjo et al., 2020), but several studies have also found the opposite (Iswandari, 2017 and Agusmiati & Wahyudin, 2019). It creates a research gap for further research related to entrepreneurial literacy.

Entrepreneurial interest is also influenced by digital literacy (Tahir et al., 2021). This literacy fosters high adaptability so that a person can take advantage of technical skills and navigate various information online. This literacy, forms a person to be ready for the present and the future, whatever the form of technology that will exist later (Summey, 2013).

Based on a literature survey, empirical research on digital literacy related to entrepreneurial interest in startups is still difficult to find. Little research has examined the relationship between digital literacy and entrepreneurial intention (Hasanah & Setiaji, 2019 and Khoiriyah et al., 2022). This also creates research gaps to enrich empirical research related to digital literacy as an effort to foster entrepreneurial interest in startups.

Several studies examining youth/student entrepreneurial interest used determinants of entrepreneurial literacy along with other variables such as financial literacy (Sutedjo et al., 2020 and Hasan et al., 2020), personal attitude (Akinwale et al., 2019 and Rana et al., 2021); entrepreneurial education (Olokundun et al., 2018 and Luis-Rico et al., 2020) and the campus environment (Firman et al., 2020 and Akinwale et al., 2019). These studies have used internal variables such as entrepreneurial knowledge and attitudes as well as external environments such as entrepreneurship education and the campus environment to see their effect on entrepreneurial interest in general, not specifically on entrepreneurial interest in startup businesses. So, the research model does not include relevant variables such as digital literacy.

Meanwhile, research that has examined digital literacy related to entrepreneurial interests is still difficult to find. Two studies have studied students' entrepreneurial intention but not their interest in entrepreneurship (Khoiriyah et al., 2022; Hasanah & Setiaji, 2019). Under the AIDA Model (attention, interest, desire, and action) in the marketing concept, a person experiences cognitive stages in buying a product or service. Similarly, the decision to become an entrepreneur is preceded by awareness, interest,

intention, and then taking action. In this context, to become an entrepreneur, it is necessary first to have an interest in it to stimulate the emergence of entrepreneurial intentions.

Thus, previous research studies have used entrepreneurial literacy and digital literacy separately as a determinant of entrepreneurial interest in their research model. At the same time, these two literacy are simultaneously needed for youth/students who are digital natives to exist in the era of revolution 4.0 and society 5.0.

Furthermore, generally, the research used the dependent variable of entrepreneurial interest in a general sense. Only a few studies used entrepreneurial interests in online business (e-business). This refers to using media as a business tool rather than being the founder of a startup business. Thus, it can be stated that no research examines the entrepreneurial interest of students/youth in startup businesses using the two important literacy skills needed to support 21st-century skills

Based on the previous description, this research is strategic, considering empirically: first, the low choice of young Indonesians for a career as entrepreneurs in startup businesses; secondly, based on National Socio-Economic Survey (2020), the number of digital natives in Indonesia is around 33.25% and a large number of internet users in Indonesia; third, the great desire and effort of the government and the industrial world to achieve the number of entrepreneurs as much as 12% for significant economic growth in the digital era. Conceptually, this research initiated a research model to foster entrepreneurial interest among the younger generation by accommodating two literacies that support 21st-century skills, which in previous research had never been studied.

This research was conducted on the younger generation, especially the student group, with the consideration that they are digital natives, namely people who were born in the era of digital computer technology and its applications such as the internet, video games, short messages, e-mail, and the like (Prensky, 2001). This generation's knowledge of the digital world is inherent, even though it is not formally learned.

. This research was conducted on students of the Faculty of Economics and Business because they have received knowledge about entrepreneurship through a set of entrepreneurship courses in the initial semester (introduction to business and entrepreneurship), the middle semester (Entrepreneurial practice I and II), and the final semester through the Freedom to Learn-Independent Campus Program. The research location was conducted at Universitas Jambi because research on the interest in entrepreneurship in the Start-up business had never been done before.

METHODS.

This study was explanatory research in accordance with the research objective to explain the effect of independent variables, in this case, the entrepreneurial literacy variable, and digital literacy, on entrepreneurial interest in the startup field through testing the formulated hypotheses.

Population and sample

The population of this research was the Faculty of Economics and Business undergraduate students, as many as 2,831. This group of students was chosen as the object of research because of the vision and mission of the Faculty of Economics and Business, Universitas Jambi, to produce graduates as new entrepreneurs. In addition, this faculty has two study programs, entrepreneurship, and digital business, which are very relevant to this research.

Furthermore, undergraduate students were chosen because this group, after graduation, will fill the labor market and have a great opportunity to become entrepreneurs. The research sample was determined purposively: students from management and digital business study programs active in 2022. The Management and Digital Business Study Program was chosen because the number of relevant courses for building new entrepreneurship in startup businesses is the largest compared to other study programs. The research sample was 406 students.

Data collection techniques and instruments.

Data collection used a questionnaire via a google form. The questionnaire used a Likert scale which is modified into four answer choices: Very interested/ Strongly agree =4, Interested/ Agree =3, quite interested / Disagree =2, Not interested/ strongly Disagree=1. The modification of the Likert scale is intended to eliminate the weaknesses in the five-level scale, eliminate the middle answer category, and see the tendency of respondents' opinions towards agreeing or disagreeing

Data analysis techniques

Data analysis techniques in this study were descriptive analysis and statistical analysis. Descriptive analysis aims to analyze data based on the results of respondents' answers obtained on the measurement indicators of each variable

Descriptive analysis using a classification method based on the value of the scale range with the formula: $i = (X_n - X_1)/k$. Where i = class intervals, X_n = the highest data value, X_1 = the lowest data value, and k = number of classes

Determination of the lowest and highest score ranges by multiplying the number of samples with the lowest score weight and the highest score weight on the measurement scale. Lowest score range = n x lowest score = 406 x 1 = 406. Highest score range = n x highest score = 406 x 4 = 1.624. So it is obtained that: i = (1624-406)/4 = 304.5

Table 1. The classification category for the variables

Rating Range	Classification
406 – 710.5	Low
710.6 – 1,015.1	Moderate
1,015.2 – 1,319.8	High
1,319.9 – 1,624.4	Very High

At the same time, statistical analysis is used to test the hypothesis proposed using Structural Equation Modeling (SEM) based on Variance or partial least squares (PLS). Considering that the data scale is ordinal, predictive models, types of latent variables, and indicators of reflective research variables, PLS is used as an analytical tool (Abdillah and Jogiyanto, (2015). The Structural Equation Model is given in Fig. 1.

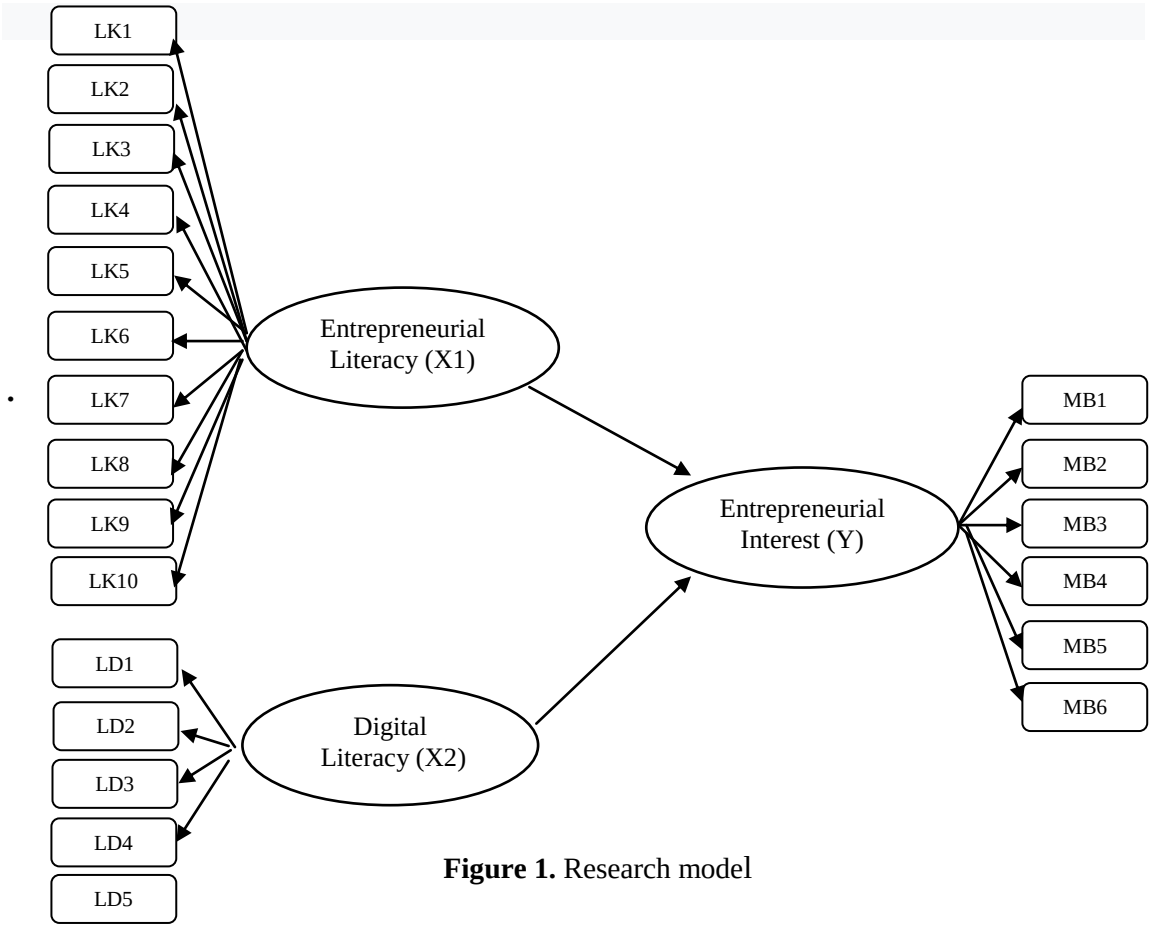

Figure 1. Research model

RESULTS AND DISCUSSION

Characteristic of respondent

Respondents who filled out the questionnaire were students of the Universitas Jambi, Faculty of Economics and Business, majoring in management, with a concentration in entrepreneurship and Digital Business, totaling 406 students. The characteristics of the respondents are given in Table 2.

Table 2. Characteristic of respondent

Criteria	Frequency	Percentages
Gender		
Male	113	27.83
Female	293	72.17
Semester		
1 - 3	157	38.67
4 - 6	144	35.47
7 - 9	32	7.88
10 above	73	17.98
Location		
Village	183	45.07
City	223	54.93

The majority of respondents are female. This shows that most students with a concentration in Entrepreneurship, majoring in Management and Digital Business Faculty of Economics and Business, Universitas Jambi, are female. Then, most of the respondents were students of the 1st- 3nd semester and 4th -6th semester because many of the students who are 7th semester above rarely go to campus because lecture activities in class no longer exist, and most of them already graduated. Most students live in the city of Jambi, and the rest come from various districts in Jambi province, such as Tebo, Muaro Jambi, Kuala Tungkal, Batang Hari, Kerinci, and Sarolangun Regencies

Descriptive analysis

The average score of respondents' responses is based on the dimensions and indicators of the variables used in the study.

Table 3. Respondents' responses about entrepreneurial literacy

No.	Statement	Total Score	Information
1	I gained knowledge about how to start a business	1,168	High
2	I gained knowledge about business management	1,146	High
3	I have the knowledge to do business innovation	1,100	High
4	I know to see entrepreneurial opportunities in the startup field.	1,022	High
5	I know creative thinking	1,163	High
6	I know about building business ideas that will be undertaken in the startup field	1,043	High
7	I gained knowledge about the production aspects of entrepreneurship	1,101	High
8	I gained knowledge about the human resources aspect of entrepreneurship	1,135	High
9	I gain knowledge about the marketing aspects of entrepreneurship	1,147	High
10	I gained knowledge about the financial aspects of entrepreneurship	1,157	High
	Average	1,118	High

Based on Table 3., statement number 1 "I got knowledge about how to start a business," got the highest score with a total score of 1.168. While the lowest score is statement number 4 "I know to see entrepreneurial opportunities in the startup sector," with a total score of 1,022. All indicators of entrepreneurial literacy variables obtain an average score of 1,118.2. This value is included in the range 1,015.2 – 1,319.8, so it can be said that the entrepreneurial literacy of students of the Faculty of Economics and Business, Universitas Jambi, is included in the high category range.

Table 4 . Respondents' responses about digital literacy

No.	Statement	Total Score	Description
1	I can interpret info that comes from social media	1,312	High
2	I can create a profile on WhatsApp or Instagram media	1,263	High
3	I can distinguish hoax news/information from the truth on social media	1,340	Very High
4	I can adopt digital devices, applications, and services	1,208	High
5	I can use social media in commercial activities such as promoting products or selling products	1,362	Very High
	Average	1,297	High

Based on Table 4, of the 5 statement items, statement number 3 "I can distinguish hoax news/information from true information on social media," received the highest score with a total score of 1,340. While the lowest score is statement number 4 "I can adopt digital devices both applications and services," with a total score of 1,208. All indicators of entrepreneurial literacy variables obtain an average score of 1,297. This value is included in the range 1,015.2 – 1,319.8, so it can be said that the Digital Literacy of students at the Faculty of Economics and Business, University of Jambi, is included in the high category range

Table 5. Respondents' responses about entrepreneurial interest

No.	Statement	Total Score	Description
1	I always pay attention to matters related to developments in the field of entrepreneurship to increase my interest in entrepreneurship	1,192	High
2	I believe that entrepreneurship in the startup field will be able to change my life	1,234	High
3	I feel happy if I become an entrepreneur in the startup field because entrepreneurship can improve the economy	1,288	High
4	I am interested in becoming an entrepreneur because entrepreneurship can increase aspects of independence	1,347	Very High
5	I a believe that being a startup can drive success	1,296	High
6	I have the desire to become an entrepreneur in the startup sector	1,261	High
	Average	1,269.7	High

Based on Table 5, of the 6 item statements, statement number 4 "I am interested in becoming an entrepreneur because entrepreneurship can increase aspects of independence" ” got the highest score with a total score of 1,347. While the lowest score was statement number 1 "I always pay attention to matters related to developments in the field of entrepreneurship to increase my interest in entrepreneurship with a total score of 1,192. All indicators of entrepreneurial literacy variables obtain an average score of 1,269.7. This value is included in the range 1,015.2 – 1,319.8, so it can be said that the interest in entrepreneurship for students of the Faculty of Economics and Business, University of Jambi, is included in the high category range.

Statistical analysis

Statistical analysis used partial least squares through two steps: the measurement model and the structural model. The measurement model aims to test the validity and reliability. Validity testing used convergent validity and discriminant validity. Convergent validity was tested using loading factor and Average Variance Extracted (AVE). The results of the initial calculations are presented in Fig. 2.

Based on Figure 2, there are loading factor values of the indicator < 0.70, namely the indicators (LK5), (LD2) (LD3). So it needs to be dropped from the model and retested.

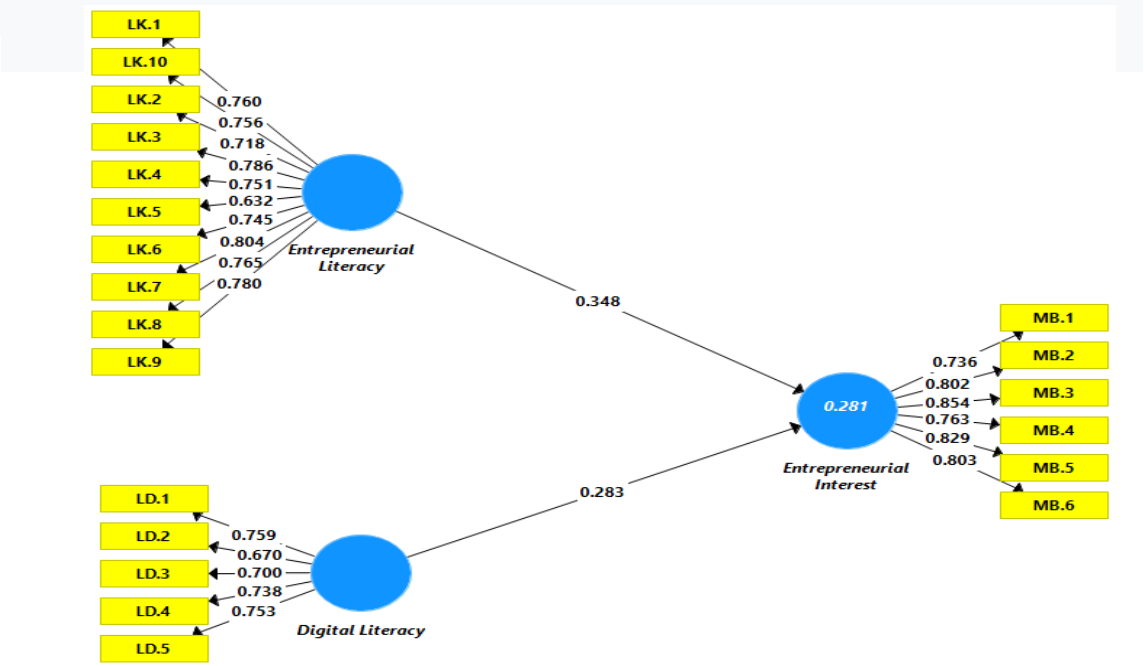

Figure 2. Loading factor of indicators

Retest results show that all indicators are valid with loading factor values > 0.7. In addition, it can be seen that the path coefficient of entrepreneurial literacy and digital literacy on entrepreneurial interest in startup businesses is 0.348 and 0.283, respectively. This shows a positive relationship. This means that the better the entrepreneurial literacy and digital literacy of students of Universitas Jambi, the better the entrepreneurial interest of students in startup businesses.

Table 6. Outer loading value in the second test

Indicator	Outer Loading	Description
Entrepreneurial Literacy		
LK1	0.768	Valid
LK2	0.764	Valid
LK3	0.732	Valid
LK4	0.782	Valid
LK6	0.741	Valid
LK7	0.732	Valid
LK8	0.815	Valid
LK9	0.777	Valid
LK10	0.788	Valid
Digital l Literacy		
LD1	0.795	Valid
LD4	0.760	Valid
LD5	0.785	Valid
Entrepreneurial Interest in Start-up		
MB1	0.732	Valid
MB2	0.804	Valid
MB3	0.854	Valid
MB4	0.762	Valid
MB5	0.803	Valid

Table 7. Reliability test

Variable	Cronbach's Alpha	Composite Reliability
Entrepreneurship Literacy	0.913	0.928
Digital Literacy	0.679	0.823
Interest in Entrepreneurship	0.886	0.913

Based on the reliability test in Table 6, it can be concluded that all constructs are reliable. It is indicated by Cronbach's alpha value > 0.70. and the value of composite reliability > 0.70 (Table 7).

After confirming that all the constructs and variables are valid and reliable, the Inner Model or Structural Model Testing is carried out to see the relationship between the construct, significance value, and R-Square of the research model.

Coefficient determination (R-Square) is used to see how many endogenous variables are influenced by other variables. Chin (in Abdillah & Jogiyanto, 2009) states that the R-square result of 0.67 is in a good category, 0.33 - 0.67 is in the moderate category, and 0.19 - 0.33 is in the weak category.

Table 8. R-Square and Adjusted R Square

Variable	*R-Square*
Entrepreneurial Interest	0.560

Based on Table 8, it can be stated that the influence of entrepreneurial literacy and digital literacy on entrepreneurial interest in a startup is 56,0%. Other variables outside the research model influence the remaining 36%. R-square of 56% indicates that the research model of this study is in the moderate category.

The significance of the estimated parameters provides very useful information about the relationship between the research variables. The basis used in testing the hypothesis is the value contained in the output result for inner weight. Table 9 provides the output of structural model testing.

Table 9. Result for inner weights

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic	P Values
Entrepreneurial Literacy -> Entrepreneurial interest	0.344	0.344	0.040	8.611	0.000
Digital Literacy -> Entrepreneurial interest	0.301	0.304	0.046	6.505	0.000

Testing the hypothesis of the influence of entrepreneurial literacy on students' entrepreneurial interest in startups shows a path coefficient of 0.344 with a P-Value of 0.000 <0.025 (two-tailed test). Thus, hypothesis 1 can be accepted, where entrepreneurial literacy significantly positively affects entrepreneurial interest.

The results of this study are in line with the respondents' responses to the indicator of the entrepreneurial literacy variable, which obtained a total average score of 1,118.2 which, when viewed from the range of the classification scale for the variable, the value is in the high category and with the most answers in the first

indicator, I get knowledge about how to start a business. In a sense, the better the entrepreneurial literacy of students, the more interested they will be in becoming startup entrepreneurs.

The descriptive analysis shows entrepreneurship students' entrepreneurial literacy is in the "high" category. This is because students of economic and business faculty from semester 1 to semester 6 focus on forming hard and soft skills to support the formation of an entrepreneurial profile. Students get a set of entrepreneurship courses to provide entrepreneurial knowledge and attitudes, such as an introduction to business, management, and entrepreneurship. So that students know about exploring business ideas, making business plans, taking advantage of opportunities and starting a business, and dealing with risks in business management. Entrepreneurial students can also practice the knowledge gained on campus directly through the Freedom to Learn-Independent Campus Program (MBKM) through internships/industrial practices, independent projects, or entrepreneurial projects.

Entrepreneurial students also actively participate in various entrepreneurship competitions, such as the Business Model Canvas Competition, the Student Entrepreneurship Program (PMW), the Student Creativity Program (PKM), and various other entrepreneurship competitions at the university and national levels. All of these activities encourage and arouse students' interest in startup businesses. This result is in line with research (Sutedjo et al., 2020; Hasan et al., 2020; Firman et al., 2020)

Testing the hypothesis of the influence of the Digital Literacy variable on the Entrepreneurial Interest of students at startups resulted in a path coefficient of 0.1301 with a P-Value of 0.000 > 0.025 (two-tailed test). Thus, hypothesis 2 can be accepted, where Digital Literacy significantly positively affects student entrepreneurial interests. The results of this study are in line with respondents' responses which indicate that the Digital Literacy indicator obtains a total average score of 1,297, which, when viewed from the range of the variable classification scale, is included in the high category.

Then, hypothesis 2 states that digital literacy positively affects entrepreneurial interest. This can be explained by the fact that students are digital natives, so even though there are no specific courses that teach digital literacy, these students already have digital knowledge and skills. Students can easily obtain independent learning resources through the digital world and digital communities. This is also supported by the results of the descriptive analysis where the digital literacy of economics and business faculty students is in the "high" category. All students have accounts on social media and are actively involved in social media. They can create profiles, share statuses, or post news/advertisements on social media accounts. Students can interpret information that comes from social media. They can also adopt digital devices, applications, and services. Even students can use social media to interact and exchange commercial information with potential consumers in the digital world, such as promoting or selling products.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This is the first empirical research to build a model of entrepreneurial interest for students using entrepreneurial literacy and digital literacy. It will be developed to develop a model that can grow students' interest in startup businesses. Entrepreneurial interest in startup business of students from the Faculty of Economics and Business at Universitas Jambi are in a high category, as well as their entrepreneurial literacy and digital literacy.

Entrepreneurial literacy can foster students' interest in entrepreneurship in startup businesses because, as students of the Faculty of Economics, especially the concentration on entrepreneurship and digital business, they have been directed since semester 1 to become entrepreneurs through curriculum design that supports the formation of entrepreneurial profiles. Likewise, digital literacy can foster student interest in entrepreneurship in startup businesses. Even though they don't receive special education on how to build a startup business on campus, digital natives can easily learn independently through the digital world and digital communities.

Recommendations

To foster entrepreneurial interest in startup businesses, it is necessary to provide entrepreneurial literacy to the younger generation, both formally and informally. It is also necessary to increase digital literacy with an education relevant to the startup business among the younger generation.

This research used an internal determinant, namely literacy, while internal and external factors influence entrepreneurial interest. In the future, to build a comprehensive research model for fostering entrepreneurial interest in startup businesses, it is necessary to include other internal variables, such as financial literacy and attitude variables, as well as external factors, such as parental support, campus environment, and social environment.

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