# How Digital Literacy Affects Indonesian Students' Motivation and Interest in Entrepreneurship

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## ABSTRACT

This study aims to investigate the impact of digital literacy on motivation and interest in entrepreneurship at the Mardira Indonesia College of Information and Computer Management (STMIK). A survey of 100 students was conducted using a quantitative approach. The results showed a significant positive effect of digital literacy on students' entrepreneurial motivation and interest. The implications of this research provide a deeper understanding of the importance of digital literacy in influencing student entrepreneurial attitudes and behaviors in the digital era. The implications of this research include increasing digital literacy awareness, the role of education in developing entrepreneurial skills, developing entrepreneurship coaching programs, and increasing career opportunities and economic independence of students.

**Keywords       :   Digital literacy; Digitalization;   Entrepreneurial Motivation; Entrepreneurial Interest; Student's Motivation**

### *ABSTRAK*

*Penelitian ini bertujuan untuk menginvestigasi dampak literasi digital terhadap motivasi dan minat berwirausaha di Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK) Mardira Indonesia. Dilakukan dengan metode survei terhadap 100 mahasiswa menggunakan pendekatan kuantitatif. Hasilnya menunjukkan pengaruh positif signifikan literasi digital terhadap motivasi dan minat berwirausaha mahasiswa. Implikasi dari penelitian ini memberikan pemahaman yang lebih dalam tentang pentingnya literasi digital dalam memengaruhi sikap dan perilaku berwirausaha mahasiswa di era digital. Implikasi penelitian ini mencakup peningkatan kesadaran literasi digital, peran pendidikan dalam mengembangkan keterampilan berwirausaha, pengembangan program pembinaan kewirausahaan, dan peningkatan peluang karir serta kemandirian ekonomi mahasiswa.*

*Kata Kunci     :   Literasi Digital; Digitalisasi; Motivasi Berwirausaha; Minat Berwirausaha; Motivasi Pelajar*

## INTRODUCTION

Indonesia is projected to experience a demographic dividend by 2045, coinciding with the centenary of its independence, characterized by a substantial excess of adults in their prime working age (Yamin et al., 2021), (Warsito, 2019). Preparation is crucial in the education system to improve students' skills in schools and institutions. Indonesia faces stiff competition from other countries in the ASEAN Economic Community (AEC), where the struggle for human resources is vital because of the easy access for people from the ASEAN region to work in Indonesia. (Nurhayati, 2022). This has ramifications for the presence of foreign corporations located in different locations.In the education sector, we can see the existence of AEC in the presence of schools managed overseas providing educational services in Indonesia. It needs to be addressed wisely because not only does Indonesia have the opportunity to develop natural resources, but it also poses a threat to how Indonesian citizens themselves must be able to take advantage of the abundance of natural resources.(Yamin et al., 2021). One of the best-known theories in organizations is Trikal Z. Gemba's theory (Ariyus, 2008). Based on continuous efforts in learning organizations, which always analyze the "reasons behind mistakes," look for solutions to overcome problems, and plan continuous next steps, it can improve product and service quality. Therefore, it can be concluded that every organization, company, institution, or agency that wants to survive and grow must continuously evaluate so that it can adapt to internal and external changes.

The Ministry of Education and Culture leads initiatives at the postsecondary level through a program called *Merdeka Belajar Kampus Merdeka*. (Abidah et al., 2020). The Ministry of Education and Culture places a strong emphasis on Indonesian literacy in Indonesia. This is based on the PISA results about literacy. According to the 2018 PISA survey by the OECD, Indonesian pupils have an average reading score of 371, compared to the OECD average of 487. In mathematics, Indonesian students had an average score of 379, compared to the OECD average of 487. Indonesian students had an average science score of 389, whereas the OECD average is 489. Yuri presented intriguing insights from the PISA 2018 achievements. Indonesia is categorized as having low performance but high equity. The disparity in academic performance between female and male students was not substantial, since female students outperformed male students in all PISA subjects. (Hallman-thrasher & Connor, 2014).

The Ministry of Education and Culture typically promotes the enhancement of literacy based on the PISA findings. Literacy originates from the Latin word "litera," meaning letters, and refers to an individual's capacity to read and write (Organization for Economic Co-Operation and Development Statistic, 2000). Literacy pertains to an individual's proficiency in reading and writing. Literate individuals possess the ability to read and write, while those lacking this skill are referred to as illiterate individuals (Kern, 2000). Literacy refers to an individual's capacity to read and write. This encompasses reading comprehension and proficient writing skills. Literacy enables individuals to express their thoughts through writing and comprehend the content of written material. Literacy encompasses the capacity to comprehend the significance, context, and message conveyed in written material. (Organization for Economic Co-Operation and Development Statistic, 2000), (Wallendorf, 2001).

Literacy also involves reading and comprehension (Fitriana, 2015). Good literacy helps people process and explore knowledge from books, articles, reports, and other media. Literacy involves understanding, analyzing, and applying textual material to existing knowledge (Veranita, 2023). Thus, literacy helps people learn, understand, and

participate in society. Romdhoni (2013): 90 Literacy also involves knowing how social, cultural, and political factors affect text writing and interpretation. This illustrates that literacy is more than a technical talent; it also involves understanding how texts shape society and culture. (Valladares, 2021) defines "literacy more broadly: Literacy entails using social, historical, and cultural processes to interpret written materials. At least an intuitive awareness of how textual standards relate to their contexts and the ability to critically investigate these links are required. Literacy changes throughout time and among communication networks and cultures because it is purpose-sensitive. It requires a wide range of cognitive skills, written and spoken language expertise, familiarity with textual information, and cultural understanding.

These ideas define literacy as the ability to perceive social occurrences and respond to them. Based on this concept, literacy encompasses more than just reading. According to Iriantara & Soenendar (2009: 5), literacy nowadays goes beyond reading and writing. This is because "text" now contains visual, audiovisual, and computational elements. Thus, today's "text" combines cognitive, emotive, and intuitive elements, demonstrating the complexity of information interpretation. One sort of literacy is digital. Gilster & Glister (1997) popularized this notion of understanding current information (Kemdikbud, 2017). Digital literacy is the capacity to utilize available information sources for communication. Reading and writing skills Digital literacy include skills such as communication, association, critical thinking, and engagement with digital media. Digital literacy is defined as the skill to utilize digital media and the internet judiciously.

Belshaw (2012) identified eight features of digital literacy, namely the first is cultural, because to use technology well, humans must understand the context. The second is cognitive, the third is constructive to produce useful information. The fourth feature is technological literacy and networking, the fifth feature is responsible self-confidence, the sixth is creativity and the last is that socially responsible digital technology users must consider their social and environmental impacts. Researchers conducting a preliminary study on the motivation and interest in entrepreneurship among STMIK Mardira Indonesia students, who were given an online questionnaire via Google Form, discovered that 54% of students still had low interest in entrepreneurship. Causes include the necessity for significant capital and the high business obstacles. Apart from interest, entrepreneurship motivation is crucial. "Work motivation boosts productivity and performance at work. It encompasses an individual's drive and desire to succeed in life and work. Then "motivation is encouragement to achieve certain goals". Sunyoto in (Augustinus & Halim, 2021).

This view defines motivation as a strong desire to achieve something caused by internal or external forces. Interest and motivation help students graduate with the attitude to create jobs. Digital media skills will help pupils develop these two things. By using digital literacy to find good business information, students will be motivated to do business. Digital literacy is needed so students may utilize the internet effectively to find useful information. Due to this issue, scholars are interested in studying digital literacy and entrepreneurship motivation and interest. (Gunardi et al., 2019).

**RESEARCH METHOD**

This research uses quantitative research with a correlational design to determine the relationship between the independent variable and the dependent variable. This research aims to determine the impact of digital literacy on students' interest and motivation in entrepreneurship. Research will reveal the extent of the impact of digital

literacy on entrepreneurial interest and motivation. This research can reveal how the characteristics of digital literacy impact students' entrepreneurial interest and motivation. This research involved 300 students in the 4th and 6th semesters of STMIK Mardira Indonesia. The sample consisted of 4th and 6th semester students of STMIK Mardira Indonesia selected from a population of more than 100 people.

**Data Analysis Technique**

The data that will be analyzed in this research relates to whether or not there is an influence of digital literacy on interest and motivation for entrepreneurship. Descriptive Analysis aims to provide a descriptive explanation of the variables to be observed. In this research, influence analysis is used to determine research results relating to the influence of digital literacy on interest and motivation for entrepreneurship. The classical assumption test is used as a condition for the parametric test, normality and linearity test.

**Simple Regression Equation**

According to Sugiyono (2016), simple regression is based on the functional or causal relationship of one independent variable with one dependent variable. The general equation of simple linear regression is found in Formula 1.

$$Y = C + \beta x1 + \beta x2 \quad (1)$$

Based on Formula 1, where Y is simple regression equation, C for constant, βx1 means coefficient interest in entrepreneurship, and βx2 is coefficient motivation in entrepreneurship

**Correlation coefficient**

Correlation analysis is an analysis to determine the level of closeness of the relationship between 2 variables, namely the independent variable (X) and the dependent variable (Y) or to determine the strength or weakness of the relationship between the independent and dependent variables. To be able to provide an interpretation of the correlation coefficient found to be large or small, you can be guided by the following provisions in Table 1.

**Table 1. Correlation Coefficient Category**

| Relationship Level | Correlation Interval |
|---|---|
| 0,00 – 0,199 | Very low |
| 0,20 – 0,399 | Low |
| 0,40 – 0,599 | Currently |
| 0,60 – 0,799 | Strong |
| 0,80 – 1,000 | Very strong |

*Source: Sugiyono, 2016*

**Coefficient of Determination**

The coefficient of determination values are zero and one. A small $R^2$ value means that the ability of the independent variables to explain variations in the dependent variable is very limited. (See Formula 2)

$$Kd = r2 \, x \, (100\%) \quad (2)$$

Based on Formula 2, Kd is coefficient of determination and $R^2$ is multiple correlation squared coefficient. Coefficient of determination can be calculated, namely to see the percentage of influence of digital literacy on interest and motivation for entrepreneurship. Data processing uses SPSS.

**Hypothesis testing**

A hypothesis is an assumption or conjecture about something that is made to explain something that is often required to be checked. The pairs of hypotheses tested are: Ho: There is no influence of digital literacy on interest in entrepreneurship. H1: There is an influence of digital literacy on interest in entrepreneurship. Other hypotheses tested are Ho: There is no influence of digital literacy on entrepreneurial motivation and H1: There is an influence of digital literacy on entrepreneurial motivation. The testing criteria are to reject Ho if the significance value is <0.05, in other conditions Ho is accepted.

**RESULTS AND DISCUSSION**

**Results Description of Digital Literacy Data**

Digital literacy competency was measured through a questionnaire given to respondents, namely 179 STIMIK Mardira Indonesia students, via an online Google form. The digital literacy component is based on eight indicators, namely: ability to use ICT, creativity, collaboration, communication, ability to search for relevant information, ability to think critically and evaluate, socio-cultural understanding, and ability to ensure security. After the questionnaire was distributed, the average value for each indicator was calculated, and the and the results can be seen in Table 2.

**Table 2. Average Score of Digital Literacy Indicators**

| Dimensions | Average Score | Category |
|---|---|---|
| Functional skill Beyond | 54.3 | Medium |
| Creativity | 60.2 | Good |
| Collaboration | 68.5 | Good |
| Communication | 64.2 | Good |
| Ability to Find and Select Information | 54.6 | Medium |
| Critical Thinking and Evaluation | 56.6 | Medium |
| Cultural and social Understanding | 53.4 | Medium |
| E-Safety | 59.7 | Medium |

*Source : Author's Calculation, 2023*

Table 2 shows that creativity, teamwork, and communication score well, but digital literacy scores 58.94 in the sufficient category. Digital literacy needs to be increased in other areas outside the third, which obtained a good rating.

The ability to choose and use information properly is a key part of digital literacy. Digitally literate persons can use knowledge to enhance critical and creative thinking skills. Digital literacy allows a person to acquire the proper knowledge and apply it to find business opportunities.

## Results Description of Interest in Entrepreneurship

The results of distributing questionnaires regarding interest in entrepreneurship are as Table 3 follows:

### Table 3. Average Score for Interest in Entrepreneurship

| Dimensions | Average Score | Category |
|---|---|---|
| Personal interest (individual deposition) a preference for certain topics. | 61.25 | Good |
| Attraction (context aspect) is a psychological state involving being interested in a task or entrepreneurial activity | 57.12 | Medium |
| Interest as an individual's psychological state is choosing to become an entrepreneur and having a lot of knowledge about entrepreneurship | 56 | Medium |
| Average | 59.12 | Medium |

*Source : Author's Calculation, 2023*

Based on Table 3, the average Medium score is 59.12. Individual depositions show a propensity for particular themes in the personal interest indication. The average good score is 61.25. This shows the respondent's private interest in particular businesses is good. This is an excellent chance to improve so you can start a business you like.

Interest is a person's foundation for entrepreneurship. A person's interest in entrepreneurship will boost his business startup enthusiasm. If someone isn't interested in entrepreneurship, their business won't be as strong.

## Results Description of Entrepreneurial Motivation

### Table 4. Average Score of Entrepreneurial Motivation

| Dimensions | Average Score | Category |
|---|---|---|
| Tolerance for risk is how much a person's ability and creativity is in resolving the size of the risk taken to get the expected income | 58.3 | Medium |
| Self-efficacy is achieving expected work goals | 61 | Good |
| Freedom in work is a work model where someone does a little work but gets big results | 56.2 | Medium |
| Average | 58.5 | Medium |

*Source : Author's Calculation, 2023*

Table 4 shows that the overall average score for entrepreneurship motivation is in the sufficient category. This score shows that there is a need to increase entrepreneurial motivation for students through workshops and other activities. Entrepreneurial

motivation is important because it is a strong encouragement for someone to start their business.

The results of the questionnaire show that the dimension of achieving expected work goals gets the best score compared to other dimensions. This shows that the goals expected by students in carrying out entrepreneurship are a strong driver for success in the future.

**Data Analysis Results**

### Table 5. Descriptive Statistics for All Variables

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| Digital Literacy | N | Minimum | Maximum | Sum | Mean |
| Interest in Entrepreneurship | 172 | 40.00 | 74.00 | 1.01E4 | 58.9419 |
| Entrepreneurial Motivation | 172 | 41.00 | 73.00 | 1.02E4 | 59.1221 |
| Valid N | 172 | 40.00 | 72.00 | 1.01E4 | 58.5058 |

*Source : Data output processed by SPSS, 2023*

Based on Table 5, the highest average score is found in the variable interest in entrepreneurship, indicating that interest in entrepreneurship among students is quite good but needs to be improved further. To test the hypothesis, the steps that need to be taken are listed in Table 6 as follows:

### Table 6. Normality Test Result

| Tests of Normality | | | | Conc |
|---|---|---|---|---|
| Kolmogorov-Smirnov[a] | | | | |
| | Statistic | df | Sig. | |
| Digital Literacy | .183 | 172 | .080 | Normal |
| Interest in Entrepreneurship | .132 | 172 | .301 | Normal |
| Entrepreneurial Motivation | .137 | 172 | .052 | Normal |

*Source : Data output processed by SPSS, 2023*

Based on the calculation results shown in table 6, all variables are normally distributed so that the linearity test can be continued. Linearity test to see whether a variable is linear or not (See Table 7).

### Table 7. Linearity Test Result

| Variable | Significance of Results | Conclusion |
|---|---|---|
| Digital Literacy → entrepreneurial interest | 0,000 | Linier |
| Digital Literacy → entrepreneurial Motivation | 0,000 | Linier |

*Source : Data output processed by SPSS, 2023*

Table 7 shows that the two variables are linear, so they can be tested using the linear regression test.

**Hypothesis testing**

The study conducts hypothesis testing to explore the correlation between the independent variable and the dependent variable. Specifically, it investigates the impact of digital literacy on students' entrepreneurial interest at the STMIK Mardira Indonesia campus in 2022. The hypotheses formulated are as follows: Null Hypothesis (Ho): There is no significant effect of digital literacy on students' entrepreneurial interest at the STMIK Mardira Indonesia campus in 2022. Alternative Hypothesis (H1): Digital literacy influences students' entrepreneurial interest at the STMIK Mardira Indonesia campus in 2022.

The null hypothesis will be rejected if the significance value is found to be less than 0.05. The results of the statistical tests are presented in Table 8.

**Table 8.  Hypothesis Testing Result**

| Tested Value | Value | Conclusion |
|---|---|---|
| Coefficient of determination | 0,548 | |
| Correlation coefficient | 0,740 | High |
| Regression Equations | Y = 15,605 + 0,733 X | |
| Significance value | 0,000 | influence |

*Source : Data output processed by SPSS, 2023*

Based on Table 8, it is found that the coefficient of determination value is 0.548, which means that digital literacy has a 54.8% influence on interest in entrepreneurship. The regression equation can be interpreted as meaning that when there is an increase of 1 unit of digital literacy, interest in entrepreneurship increases by 0.733. The significance value is 0.0000 so it can be concluded that Ho is rejected, thus there is an influence of digital literacy on the entrepreneurial interest of STMIK Mardira Indonesia students in 2022.

Hypothesis testing is conducted to explore the relationship between the independent variable and the dependent variable. In this study, the focus is on examining the impact of digital literacy on the entrepreneurial interest of students at STMIK Mardira Indonesia in 2022.

The research results prove that the hypothesis that digital literacy has a significant effect on the entrepreneurial motivation of STMIK Mardira Indonesia campus students is proven, especially in the digital era like now. At the STMIK Mardira Indonesia campus, students who have a high level of digital literacy tend to be more motivated to become entrepreneurs. This is caused by several factors, including the tendency for access to information about business opportunities, market trends and the latest technological developments to become easier so that the use of various online platforms to expand networks and search for resources also becomes easier. The criterion for rejecting Ho is set at a significance value of <0.05. The results of the statistical tests are detailed in Table 9.

**Table 9. Hypothesis Testing Result**

| Tested Value | Value | Conclusion |
|---|---|---|
| Coefficient of determination | 0,807 | |
| Correlation coefficient | 0,898 | Very High |
| Regression Equations | Y = 4,907 + 0,924 X | |
| Significance value | 0,000 | influence |

*Source : Data output processed by SPSS, 2023*

Based on the result that shown in Table 9, it is found that the coefficient of determination value is 0.548, which means that digital literacy has an effect of 80.7% on entrepreneurial motivation. The regression equation can be interpreted as meaning that when there is an increase of 1 unit of digital literacy, entrepreneurial motivation increases by 0.924. The significance value is 0.0000 so it can be concluded that Ho is rejected, thus there is an influence of digital literacy on the entrepreneurial motivation of students at the STMIK Mardira Indonesia campus in 2022.

A study found that digital literacy impacts students' motivation towards entrepreneurship. Digital literacy assists pupils in effectively sorting and locating information necessary for starting a business. Enhancing digital literacy can assist students in launching enterprises by enabling them to select high-quality information. Digital talents encompass creativity. Starting a business necessitates the freedom to select a business idea and distinguish it from current items. The thesis is titled "What is 'Digital Literacy?'" Douglas A.J. Belshaw concurs. In 2011, eight crucial attributes of digital literacy were identified, one of which was social responsibility. Belshaw emphasizes that the cultural dimension is crucial since comprehending the user's context aids the cognitive aspect of evaluating content. Creative thinking may entail transforming a well-established company to attract consumers. One could start a unique business by making changes to existing information. This will emphasize the advantages of the product. Digital literacy encompasses critical thinking, self-assurance, and accountability. Entrepreneurs must evaluate events and opportunities and engage in critical thinking to understand their motivation. This suggests that entrepreneurial motivation is the primary factor that propels an entrepreneur to engage in entrepreneurial activities, maintain their progress, and guide them towards certain objectives. Entrepreneurial motivation propels individuals to pursue entrepreneurial aspirations. Enhancing digital literacy can inspire students to become entrepreneurs.

## CONCLUSION

This research provides a deeper understanding of the influence of digital literacy on student entrepreneurial motivation and interest at STMIK Mardira Indonesia. The findings from this research show that digital literacy has a significant influence on students' entrepreneurial motivation and interest. Students who have a higher level of digital literacy tend to have greater motivation and interest in entrepreneurship.

The implication of this research is the importance of integrating digital literacy in higher education curricula to help students develop skills relevant to the needs of the evolving job market. Apart from that, this research also highlights the need to develop entrepreneurship training programs that pay attention to digital literacy factors in order to increase student interest and motivation in entrepreneurship.

## RECOMMENDATION

This research makes an important contribution in supporting efforts to improve students' entrepreneurial skills in the diital era, which in turn can have a positive impact on economic growth and innovation in society. For future research, it is recommended that the use of more comprehensive measurements for digital literacy, motivation and entrepreneurial interest variables as well as considering cultural context factors and mediator and moderator variables that might influence the relationship between digital literacy and student entrepreneurship will provide richer insights. Comparative studies between students from various study programs or educational institutions can also provide a deeper understanding of the influence of digital literacy on student entrepreneurship. By taking these suggestions into account, it is hoped that future research can make a more significant contribution to the understanding of the relationship between students' digital literacy, motivation and entrepreneurial interest.

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