

The Synergy Between Entrepreneurship Curriculum and Digital Literacy in Fostering Entrepreneurial Intentions Among College Students

*Entrepreneurial
Intention, Literacy
and Curriculum*

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ABSTRACT

This study aims to explore whether the entrepreneurship curriculum and digital literacy can play a role in enhancing entrepreneurial intentions among students. The research was conducted using a quantitative method, with a sample of 65 college students who had already taken entrepreneurship courses. Data analysis was performed using SEM (Structural Equation Modeling) with SmartPLS 4.0. The results showed a positive and significant influence of the entrepreneurship curriculum and digital literacy on students' entrepreneurial intentions. The findings of this study are expected to serve as input for higher education institutions and digital platform managers to better play their roles in encouraging entrepreneurial intentions among students.

Keywords: *entrepreneurship curriculum, digital literacy, entrepreneurial intentions, college students*

INTRODUCTION

Pursuing higher education is considered one of the avenues expected to equip individuals with the means to achieve a decent livelihood in the future. University graduates are often perceived as being able to easily secure employment as employees, yet the reality is not always aligned with this expectation. Data from the Central Statistics Agency (Badan Pusat Statistik, 2024) reveals that 425,042 individuals out of 7,240,897, or approximately 5.87% of higher education graduates, remain unemployed (Badan Pusat Statistik, 2024). One strategy to reduce the unemployment rate among higher education graduates is to encourage them to become entrepreneurs. Higher education institutions can foster an entrepreneurial ecosystem among students, thereby providing them with opportunities for independence and reducing their reliance on formal employment. The integration of entrepreneurship-focused initiatives within the curriculum is expected to enhance students' entrepreneurial intentions.

The development of information technology in this digital era has transformed various aspects of human life, including the business and entrepreneurial sectors. Today, entrepreneurship-related information is increasingly accessible through various digital platforms. This ease of access is instrumental for students and higher education graduates seeking to acquire information on entrepreneurship. Consequently, digital literacy, which encompasses an individual's ability to use digital technologies effectively, has become a fundamental skill necessary in the current era. Digital literacy offers students the opportunity to leverage technology in developing businesses, such as through e-commerce, digital marketing, and the use of social media as business platforms. Meanwhile, the entrepreneurship curriculum provides a systematic educational framework for fostering critical thinking, innovation, and business management skills. By combining these two approaches, it is hoped that an effective synergy can be established to enhance students' entrepreneurial intentions.

However, despite the implementation of entrepreneurship curricula in various educational institutions and the increasing exposure to digitalization in entrepreneurial information and opportunities, many students still do not exhibit entrepreneurial intentions, as evidenced by studies such as those by Mardatilah & Hermanzoni (2020) and

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Rahmadani et al. (2023). This situation represents an empirical gap addressed by the present study.

Previous research has found that both the entrepreneurship curriculum (Barba-Sánchez & Atienza-Sahuquillo, 2018; Martínez-Gregorio et al., 2021; Nugroho et al., 2023) and digital literacy (Akhter et al., 2022; Ip, 2024; Onwubuya & Odogwu, 2023) contribute to enhancing entrepreneurial intentions. However, more studies are needed that integrate these two variables and examine their impact on students' entrepreneurial intentions, particularly in Indonesia. This study aims to explore whether the entrepreneurship curriculum and digital literacy indeed play a role in increasing entrepreneurial intentions among students. The findings of this study are expected to provide valuable insights for higher education institutions and digital platform managers to more effectively foster entrepreneurial intentions among students.

LITERATURE REVIEW

Entrepreneurial Intention

Intention, according to Ajzen (Nugroho et al., 2023), refers to an individual's intention to engage in a specific behavior, which is related to beliefs about that behavior, attitudes toward it, and the behavior itself as a manifestation of that intention. Entrepreneurial intention can be defined as an individual's intention to gather relevant information in order to achieve the goal of starting a business. Individuals with an intention to start a business are typically better prepared and show more significant progress in running their businesses compared to those who lack such intention (Lestari & Achadi, 2022).

Entrepreneurship Curriculum

Entrepreneurial intention among students can be driven by various factors, including the learning obtained through the educational process. Higher education institutions support this by implementing an entrepreneurship curriculum. According to Gibb (Bell & Bell, 2020), the entrepreneurship curriculum is an educational framework designed to develop entrepreneurial competencies, including the knowledge, skills, and attitudes necessary to start and manage a business. This curriculum includes both theoretical and practical learning aimed at fostering creativity, innovation, and the courage to face business risks. Putri and Ardiansyah (2022) found that students engaged in entrepreneurship programs tend to have higher motivation to start their own businesses.

Digital Literacy

Another factor that can support the enhancement of entrepreneurial intention is students' digital literacy. Digital literacy refers to an individual's ability to use information and communication technology (ICT) tools effectively and efficiently for various purposes, including academic, career, and everyday life (Mustain et al., 2023). According to Yuan et al. (2021), digital literacy encompasses an individual's understanding, mindset, and skills in using digital devices effectively, as well as their ability to distinguish, access, manipulate, integrate, evaluate, analyze, and meaningfully combine various digital sources in a relevant manner.

Possessing digital literacy skills means that individuals have the ability to engage meaningfully with digital tools, platforms, and information. This includes skills for obtaining and retrieving information, evaluating its quality and relevance, and communicating effectively through digital media (Onwubuya & Odogwu, 2023). In the context of entrepreneurship, digital literacy is not only concerned with technical skills but also with strategic abilities, such as identifying digital business opportunities, leveraging social media for marketing, and managing e-commerce platforms (Setiawan et al., 2021).

Previous studies have found that both the entrepreneurship curriculum (Barba-Sánchez & Atienza-Sahuquillo, 2018; Martínez-Gregorio et al., 2021; Nugroho et al., 2023) and digital literacy (Akhter et al., 2022; Ip, 2024; Onwubuya & Odogwu, 2023) can enhance entrepreneurial intentions. Therefore, the conceptual framework proposed in this study is as follows:

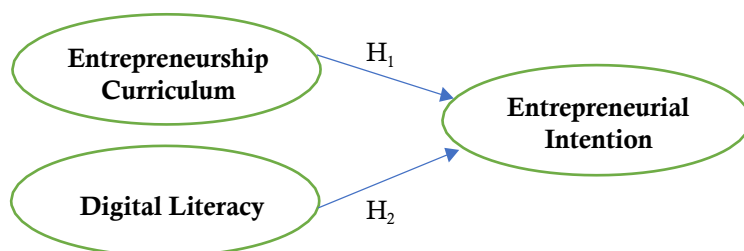


Figure 1. Conceptual Framework

Hypothesis

Hypothesis 1: entrepreneurship curriculum can have a positive and significant impact on students' entrepreneurial intentions.

Hypothesis 2: Digital literacy can have a positive and significant impact on students' entrepreneurial intentions.

METHOD

This study is a quantitative causal research aimed at determining the influence of the entrepreneurship curriculum and digital literacy on entrepreneurial intentions among students. The research was conducted on the population of students at the Faculty of Economics and Business, Bhayangkara Jakarta Raya University. The sampling was carried out using purposive sampling, which restricted the sample to students from the Faculty of Economics and Business who had taken the entrepreneurship course. The sample size for this study was 65 individuals.

The instrument used for data collection was a questionnaire in the form of a Likert scale. This type of scale is highly effective for assessing overall sentiment regarding a specific topic, opinion, or experience, while also gathering detailed data on contributing factors (Roy, 2020). The data in this study were analyzed using the Structured Equation Model-Partial Least Square (SEM-PLS) technique, using SmartPLS 4.0.

RESULTS AND DISCUSSION

Validity

Table 1. Validity

	Average variance extracted (AVE)	Criteria
Entrepreneurial Intention	0.514	Valid
Entrepreneurship Curriculum	0.630	Valid
Digital Literacy	0.506	Valid

Source: data processed, 2025

The measurement instruments for entrepreneurial intention, entrepreneurship curriculum, and digital literacy are also valid for use, as shown in Table 2.

Reliability

Table 2. Reliability

	Cronbach's alpha	Criteria
Entrepreneurial Intention	0.762	Reliable
Entrepreneurship Curriculum	0.915	Reliable
Digital Literacy	0.891	Reliable

Source: data processed, 2025

Based on table 1, it can be seen that the measurement instruments for entrepreneurial intention, entrepreneurship curriculum, and digital literacy meet the requirements as reliable measurement tools.

Multicollinearity

Multicollinearity indicates the presence of intercorrelation or a strong correlation between indicators. If the Variance Inflating Factor (VIF) result is < 5, it can be concluded

that there is no multicollinearity issue, allowing hypothesis testing to proceed. Table 3 presents the results of the multicollinearity test for entrepreneurial intention, entrepreneurship curriculum, and digital literacy.

Table 3. Collinearity Test

	VIF
Entrepreneurship Curriculum -> Entrepreneurial Intention	1.499
Digital Literacy -> Entrepreneurial Intention	1.499

Source: data processed, 2025

Based on Table 3, it can be concluded that there is no multicollinearity issue.

Outer Loading

Table 4. Outer Loading

	Entrepreneurial Intention	Entrepreneurship Curriculum	Digital Literacy
IW4	0.801		
IW5	0.688		
IW6	0.769		
IW7	0.648		
IW8	0.667		
KW1		0.847	
KW2		0.740	
KW3		0.731	
KW4		0.757	
KW5		0.894	
KW6		0.731	
KW7		0.843	
KW8		0.788	
LD10			0.822
LD11			0.678
LD12			0.642
LD14			0.674
LD15			0.654
LD16			0.644
LD4			0.721
LD5			0.695
LD6			0.762
LD9			0.798

Source: data processed, 2025

The outer loading values in table 4 indicate the strength of the correlation between the indicators and the latent variable. Ideally, the outer loading value should be > 0.7; however, in this study, an outer loading value of 0.6 is still retained to maintain the integrity of the construct while ensuring that the AVE and composite reliability criteria are met. According to Hamid et al. (2017), indicators with outer loading values between 0.4 and 0.7, although not ideal, can be retained depending on the research context, analytical objectives, and overall validity and reliability considerations of the model.

Coefficient of Determination (R²)

The coefficient of determination (R²) indicates the extent to which the variance in entrepreneurial intention can be explained by the entrepreneurship curriculum and digital literacy. In this study, the obtained R² values are as follows:

Table 5. R²

	R ²
Entrepreneurial Intention	0.583

Source : data processed, 2025

Based on table 5, it can be stated that 58.3% of the variance in entrepreneurial intention is explained by the entrepreneurship curriculum and digital literacy, while the remaining 41.7% is explained by other factors not included in the model.

Effect Size (f^2)

The effect size (f^2) indicates the strength of the influence of the entrepreneurship curriculum and digital literacy on entrepreneurial intention. In this study, the obtained f^2 values are as follows:

Table 6. f^2

	f^2
Entrepreneurship curriculum	0.267
Digital Literacy	0.325

Source : data processed, 2025

Table 6 shows that the f^2 values for the entrepreneurship curriculum and digital literacy fall within the range of moderate effect size.

Research Model

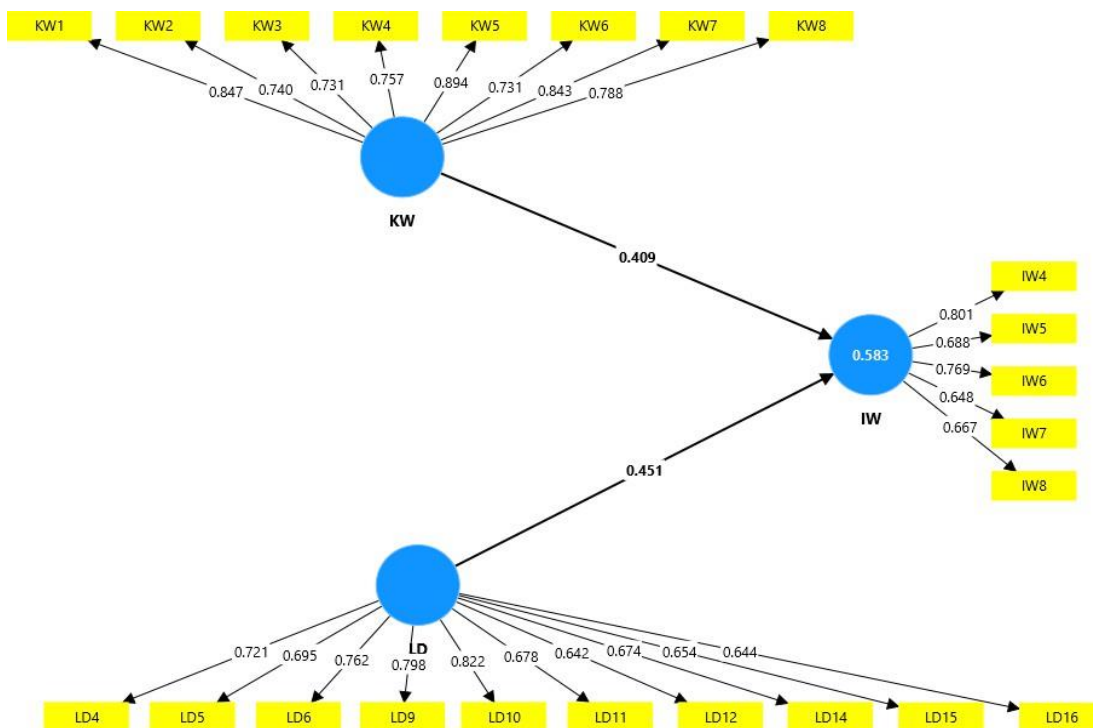


Figure 2. Research Model
Source : data processed, 2025

Hypothesis Testing

Table 7. Hypothesis Testing

Construct	Original Sample	P Values
Entrepreneurship Curriculum -> Entrepreneurial Intention	0.409	0.000
Digital Literacy -> Entrepreneurial Intention	0.451	0.000

Source : data processed, 2025

Based on the research data analysis results presented in Table 7, the following findings were obtained:

- **H₁ is accepted:** The entrepreneurship curriculum has a positive (regression coefficient 0.409) and significant (p-value 0.00) influence on students' entrepreneurial intention.
- **H₂ is accepted:** Digital literacy has a positive (regression coefficient 0.451) and significant (p-value 0.00) influence on students' entrepreneurial intention.

The Influence of the Entrepreneurship Curriculum on Students' Entrepreneurial Intention

This study found that the entrepreneurship curriculum has a positive (regression coefficient 0.409) and significant (p-value 0.00) influence on students' entrepreneurial intention. This finding aligns with previous research by Barba-Sánchez & Atienza-Sahuquillo (2018), Martínez-Gregorio et al. (2021), and Nugroho et al. (2023).

These results demonstrate that an entrepreneurship curriculum, which includes learning objectives, instructional materials and methods, and applied evaluations, can encourage students' intention to pursue entrepreneurship.

The Influence of Digital Literacy on Students' Entrepreneurial Intention

Digital literacy was also found to have a positive (regression coefficient 0.451) and significant (p-value 0.00) influence on students' entrepreneurial intention. These results are consistent with the findings of Akhter et al. (2022), Ip (2024), and Onwubuya & Odogwu (2023).

Based on these findings, it can be concluded that digital literacy skills including the ability to search for relevant information, critically evaluate content, communicate effectively using digital tools, and uphold ethical standards in the digital world can also encourage students' entrepreneurial intention. Therefore, a synergy between campus-based learning and the utilization of digital technology is essential to further enhance students' entrepreneurial intention.

CONCLUSION

This study found that entrepreneurship curriculum and digital literacy have a positive and significant influence on students' entrepreneurial intention. Based on this finding, to foster students' entrepreneurial intention, universities need to integrate digital literacy into the entrepreneurship curriculum. This can be achieved through specialized training, workshops, or collaborations with industry practitioners to provide students with practical experience. By doing so, students will not only be proficient in using technology but also understand how to leverage it to create added value in a business context.

Universities should also establish partnerships with the industry and government sectors. Such collaborations can create an ecosystem that supports entrepreneurship development, including the provision of business incubators, startup funding, and competency-based training.

Currently, the entrepreneurship curriculum has been implemented across various faculties and departments in different universities. However, this study is limited to a sample of students from the Faculty of Economics and Business at Bhayangkara Jakarta Raya University. Similar studies need to be conducted at other universities with further development by adding additional factors that may foster students' entrepreneurial intention.

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