

A Mixed Methods Analysis of Global Mindset, Digital Skills, and Institutional Support on Digital Entrepreneurship Intentions

Global Mindset,
Digital Skills, and
Institutional Support

Rena Yuliana^{1*}, Suryana², Suwatno³, Mokh Adib Sultan⁴
^{1,2,3,4}Department of Management, Faculty of Economics and Business Education,
Universitas Pendidikan Indonesia; Bandung, Indonesia

2003

*Corresponding Author E-Mail: rena.yuliana23@upi.edu

ABSTRACT

Digital entrepreneurship is becoming an attractive career for international students, yet empirical research on their entrepreneurial intentions in higher education remains limited. This study investigates the role of global mindset, digital skills, and institutional support in shaping the digital entrepreneurial intention of international students. This study uses a mixed methods approach with a sequential explanatory design, in which quantitative data is first collected through a survey of international students and analyzed using Partial Least Squares-Structural Equation Modelling (PLS-SEM). Subsequently, qualitative data were collected through semi-structured interviews and analyzed thematically to provide deeper insights into the quantitative findings. The results show that global mindset, digital skills, and institutional support have a positive and significant effect on digital entrepreneurship intention, with digital skills emerging as the strongest predictor. Further qualitative findings indicate that digital skills enhance students' entrepreneurial self-confidence, while global mindset supports the recognition of opportunities in international markets. Institutional support is considered beneficial, although its effectiveness depends on how well it meets the specific needs of international students. These findings emphasise the importance of integrating individual competencies with institutional support in promoting digital entrepreneurship among international students.

Keywords: Digital Entrepreneurial Intention, Digital Skills, Global Mindset, Institutional Support, International Students.

INTRODUCTION

Digital entrepreneurship, as a technology-based venture, has gained significant attention due to evolving business models, easier access to digital markets, and digital platforms lowering entry barriers for new ventures (Paul et al., 2023). In Indonesia, this trend is reflected in the growth of digital Micro, Small, and Medium Enterprises (MSMEs) and the role of digital platforms in enhancing business performance and sustainability (Purwanggono, 2025; Wibisono et al., 2025). Although internet penetration among young people reaches 79%–87%, providing broad access to digital platforms, the national digital literacy index remains moderate at 3.54/5, highlighting the need to strengthen students' digital skills for innovation and entrepreneurship (Antara News, 2023).

Entrepreneurial intention among students has frequently been analyzed through the Theory of Planned Behavior proposed by Ajzen (1991) and the Entrepreneurial Intention Questionnaire developed by Liñán and Chen (2009). These models highlight the roles of attitude toward behavior, subjective norms, and perceived behavioral control as key determinants of entrepreneurial intention. Empirical evidence from Indonesia also indicates that factors such as entrepreneurial motivation, family background, financial literacy, and the social environment significantly affect students' intentions to engage in entrepreneurship (Mekaniwati & Setiana, 2018; Wicaksono et al., 2024; Mardiana et al.,

Submitted:
January 3, 2026

Revised:
Macrh 3, 2026

Accepted:
Macrh 28, 2026

Published Online:
Macrh 31, 2026

JIMKES

Jurnal Ilmiah Manajemen
Kesatuan
Vol. 14 No. 2, 2026
pp. 2003-2014
IBI Kesatuan
ISSN 2337 – 7860
E-ISSN 2721 – 169X
DOI: 10.37641/jimkes.v14i2.5085

2025). This body of research demonstrates that entrepreneurial intention is influenced not only by internal cognitive considerations but also by broader social and contextual factors.

Within the sphere of digital entrepreneurship, digital competence encompassing digital literacy and technical digital skills serves as a key factor in strengthening individuals' preparedness and confidence to establish technology-based ventures (Park & Kim, 2025). Students who possess advanced digital capabilities are more likely to exhibit higher entrepreneurial self-efficacy and greater readiness to leverage digital platforms for business activities. Empirical studies indicate that digital competencies have a significant impact on students' intentions to pursue digital entrepreneurship (Singh & Dwivedi, 2022; Mulyana et al., 2024). Moreover, the alignment of entrepreneurship education with digital competence frameworks is recognized as a strategic effort to develop well-rounded digital entrepreneurial capacities (Vera & Vicent, 2024).

Beyond technical competencies, psychosocial factors such as a global mindset are particularly relevant for international students. Cross-cultural thinking abilities, global orientation, and openness to international markets enhance opportunity recognition and innovation potential (Javidan et al., 2009; Kyvik, 2018). For students studying in internationally oriented institutions, a global mindset may strengthen their intention to develop digital ventures targeting cross-border markets. Institutional support is another critical determinant in transforming entrepreneurial intention into action. University-based support systems, including entrepreneurship curricula, incubation services, mentoring programs, and access to networks, have been shown to strengthen entrepreneurial capability and start-up commercialization (Mian, 1997; Bruneel et al., 2012). In the Indonesian higher education context, structured management systems and institutional interventions have demonstrated significant contributions in fostering entrepreneurial spirit and innovation (Izzetillah et al., 2024). These findings indicate that institutional support may function not only as a direct predictor but also as a moderating mechanism that strengthens the relationship between individual competencies and entrepreneurial intention.

This study focuses on international students at Universitas Nusa Putra institution actively developing international programs with approximately 220 foreign students. This context provides a relevant setting for examining how global mindset, digital skills, and institutional support interact in shaping digital entrepreneurial intention. Using a mixed methods approach with an explanatory sequential design, this study quantitatively tests the relationships between variables while qualitatively enriching the findings through students' experiential perspectives (Barba-Sánchez et al., 2022; Rohmah & Setiawan, 2023).

This study contributes to the digital entrepreneurship literature by integrating global mindset, digital skills, and institutional support into a unified analytical framework tested on international students, a group that remains relatively underexplored in previous research. By combining individual-level competencies with contextual institutional factors, this research extends existing models of entrepreneurial intention, particularly in the digital and cross-cultural context. The findings are expected to provide strategic insights for universities in designing policies and programs aimed at strengthening digital entrepreneurship ecosystems, including curriculum innovation, incubation services, mentoring systems, and cross-border collaboration initiatives. Drawing on this background, the study aims to investigate the influence of a global mindset on digital entrepreneurial intention among international students, assess the effect of digital skills in shaping that intention, and examine whether institutional support moderates or reinforces the link between individual capabilities and digital entrepreneurial intention.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Effect of Global Mindset and Digital Skills on Digital Entrepreneurial Intention

A global mindset is an individual's capacity to understand, interpret, and respond effectively in cross-cultural and international contexts, encompassing knowledge of cultural differences, openness, adaptability, tolerance, and social competencies for

maintaining international networks (Gil, 2025). In entrepreneurship, it serves as a strategic resource for identifying market opportunities, managing cross-cultural complexities, and developing innovations for international consumers (Kyvik, 2018; Mhlongo et al., 2024). Studies indicate that individuals with a strong global mindset demonstrate higher entrepreneurial orientation, especially in technology-based, geographically unrestricted businesses (Javidan et al., 2009; Jayasuriya & Perera, 2022). For international students, exposure to multicultural academic environments fosters global mindset development, though it depends on the quality of learning experiences, intensity of cross-cultural interactions, and institutional support (Barba-Sánchez et al., 2022). Aima et al. (2020) and Widyaningsih et al. (2024) showed that a global mindset significantly enhances entrepreneurial intention by linking global awareness to online business engagement and influencing cognitive entrepreneurial motivation, making it a key factor in digital entrepreneurial intentions among international students.

Digital skills, encompassing digital literacy, technological problem-solving, and tool proficiency, are crucial for students' digital entrepreneurial intentions, with research showing that entrepreneurship curriculum combined with digital literacy significantly fosters such intentions (Maulia et al., 2025). Digital skills refer to competencies for effectively, strategically, and creatively using digital technology (European Union, 2017). The DigComp framework highlights abilities in managing digital information, online communication and collaboration, content creation, data security, and problem-solving. In digital entrepreneurship, these skills function as operational and strategic resources, enabling social media marketing, data-driven decision-making, and cross-border networking (Paul et al., 2023). Higher digital skills boost entrepreneurial self-efficacy and intentions, enabling international students to overcome local market, language, and cultural barriers and pursue globally oriented ventures, though effectiveness depends on institutional support (Vera & Vicent, 2024).

H1: Global mindset has a positive effect on digital entrepreneurial intention.

H2: Digital skills have a positive effect on digital entrepreneurial intention.

Institutional Support as a Moderating Variable

Entrepreneurial intention reflects an individual's readiness and determination to start a venture and, per the Theory of Planned Behavior, is the most immediate precursor to entrepreneurial action (Ajzen, 1991). In the digital economy, this extends to digital entrepreneurial intention, denoting the inclination to initiate and grow technology-driven enterprises such as e-commerce, online platforms, and app-based businesses (Paul et al., 2023). Digital entrepreneurship differs from conventional entrepreneurship, as technology is not only a tool but the main driver of value creation; its adaptable models, low entry barriers, and global orientation render it a born-digital phenomenon. Here, intention is influenced by personal attributes, digital competence, and the strength of the entrepreneurial ecosystem (Vera & Vicent, 2024).

Students are a potential group for digital entrepreneurship due to their high technology use, openness to innovation, and access to knowledge and networks (Liñán & Chen, 2009). However, among international students, research remains limited, often overlooking cross-cultural dimensions and institutional support, which can affect how opportunities and risks are perceived (Kyvik, 2018). Institutional support encompasses formal and informal university provisions, including entrepreneurship curricula, incubation, mentoring, industry networks, and policies supporting international students (Mian, 1997; Bruneel et al., 2012). Martins (2023) found that institutional support positively influences entrepreneurial intention and moderates the relationship between personal resources, such as skills, social support, and self-efficacy, and students' entrepreneurial intention. Such support enhances academic, social, and regulatory adaptation, fostering participation in entrepreneurial and innovation activities (Barba-Sánchez et al., 2022). Therefore, institutional support is a key complement to individual competencies in shaping digital entrepreneurial intentions.

H3: Institutional support moderates the relationship between global mindset and digital entrepreneurial intention.
H4: Institutional support moderates the relationship between digital skills and the digital entrepreneurial intention.

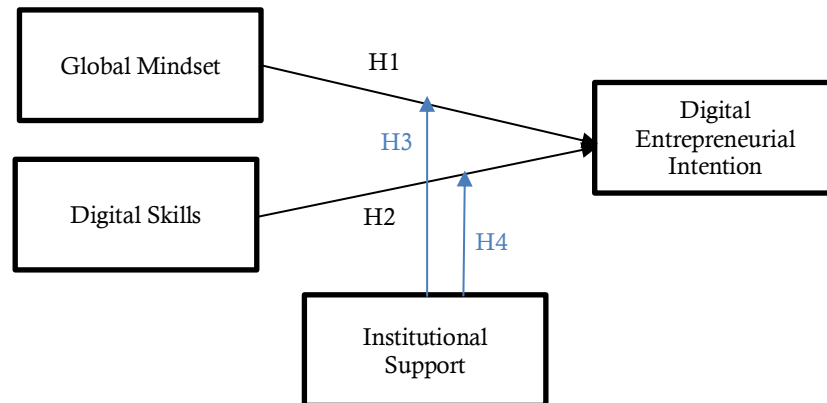


Figure 1. Research Framework

This research draws upon the Theory of Planned Behavior (TPB) developed by Ajzen (1991), which posits that an individual's intention to engage in a particular behavior is shaped by three core factors: attitude toward the behavior, subjective norms, and perceived behavioral control. Within the field of entrepreneurship, the TPB framework has been extensively applied to understand how students develop their intentions to pursue entrepreneurial endeavors (Liñán & Chen, 2009; Al-Mamary et al., 2020).

In this research framework, in Figure 1, global mindset and digital skills are positioned as factors that shape positive attitudes and strengthen individuals' perceptions of their ability to engage in digital entrepreneurship. Meanwhile, institutional support is understood as a contextual factor that provides resources, opportunities, and a sense of security, thereby increasing international students' perceived behavioural control in realising their entrepreneurial intentions. By integrating TPB with individual competency variables and institutional support, this study presents a more comprehensive conceptual framework for understanding the formation of digital entrepreneurial intention among international students.

RESEARCH METHODS

This study uses a mixed methods design with an explanatory sequential strategy, collecting and analyzing quantitative data first, followed by qualitative data to elaborate and clarify the findings (Creswell & Clark, 2017). This approach allows examination of statistical relationships while capturing the social, cultural, and institutional contexts influencing digital entrepreneurial intentions, which qualitative insights help illuminate (Tashakkori & Teddlie, 2010).

This study used simple random sampling among undergraduate international students at Universitas Nusa Putra, ensuring each student had an equal chance of selection to minimize bias and enhance representativeness (Sekaran & Bougie, 2016). Using Slovin's formula with a 5% error margin, 142 respondents were selected from a population of 220, sufficient for PLS-SEM analysis of predictive structural models (Hair et al., 2019). Respondents were required to be active students with at least one semester of enrollment and experience using digital technology, consistent with research showing academic experience and institutional context influence entrepreneurial intentions (Barba-Sánchez et al., 2022).

Quantitative data were collected using a closed 1–5 Likert scale questionnaire, adapted from previously validated instruments to ensure construct validity. This study employs

four main constructs to measure the research variables, namely digital entrepreneurial intention, global mindset, digital skills, and institutional support. Digital entrepreneurial intention reflects students' willingness and plans to engage in digital entrepreneurship, including their preference for establishing and managing a digital business, their intention to initiate a venture in the near future, and their aspiration to reach international markets after graduation (Liñán & Chen, 2009). Global mindset refers to the ability to understand and adapt to cross-cultural environments, encompassing openness to cultural differences, awareness of global market opportunities, and the belief that cultural diversity can stimulate business innovation (Javidan et al., 2009).

Furthermore, digital skills represent respondents' competencies in utilizing digital technologies, such as the use of social media and digital platforms for business purposes, the ability to search for and evaluate online information, an understanding of digital security, and the application of technology to develop business ideas. Institutional support denotes the role of universities in facilitating entrepreneurship through the provision of academic programs, mentoring, supportive policies, and adequate facilities to foster the development of digital ventures, particularly for students with an international orientation (Mian, 1997; Bruneel et al., 2012).

Quantitative data were analyzed using SEM-PLS with SmartPLS software, chosen for its suitability with medium sample sizes, non-normal data, and predictive research objectives. The analysis involved evaluating the outer model (convergent and discriminant validity, reliability), the inner model (path coefficients, R^2 , f^2 , hypothesis significance), and testing the research hypotheses.

Qualitative participants were drawn from the quantitative sample using simple random sampling to capture variations in digital entrepreneurial intention (high and low), ensuring diverse perspectives (Patton, 2015). Data were collected via semi-structured interviews, allowing flexibility while maintaining consistent themes, focusing on students' use of digital technology, perceptions of university support, cross-cultural and regulatory experiences, and future digital entrepreneurship plans. Analysis was conducted using thematic analysis through open, axial, and selective coding, with results used to explain, confirm, or enrich the quantitative findings (Braun & Clarke, 2006).

RESULTS

Quantitative Results

This section presents quantitative findings, examining the relationships among global mindset, digital skills, institutional support, and digital entrepreneurial intention among international students. Using PLS-SEM, the analysis first assesses the reliability and validity of the measurement model, followed by testing the structural model to evaluate the hypothesized direct effects and the moderating role of institutional support. The results provide a concise and systematic overview of the measurement quality and the significance of the proposed conceptual framework.

Table 1. Outer Loadings & AVE Test

Construct	Indicator	Outer Loading	AVE
Digital Entrepreneurial Intention	DEI1	0.82	0.60
	DEI2	0.85	
	DEI3	0.79	
	DEI4	0.83	
	DEI5	0.80	
Global Mindset	GM1	0.81	0.68
	GM2	0.84	
	GM3	0.82	
	GM4	0.79	
	GM5	0.83	
Digital Skills	DS1	0.84	0.70
	DS2	0.86	
	DS3	0.83	
	DS4	0.77	

Construct	Indicator	Outer Loading	AVE
Institutional Support	DS5	0.82	0.65
	IS1	0.80	
	IS2	0.83	
	IS3	0.85	
	IS4	0.81	
	IS5	0.78	

Convergent validity of the constructs was assessed using outer loading values and Average Variance Extracted (AVE), following the criteria suggested by Hair et al. (2019), where outer loadings ≥ 0.70 and AVE ≥ 0.50 indicate that the construct sufficiently explains the variance of its indicators. As presented in Table 1, all indicators of digital entrepreneurial intention, global mindset, digital skills, and institutional support show outer loadings above 0.70, demonstrating strong item reliability and confirming that each indicator meaningfully contributes to its respective construct. Furthermore, the AVE values for all constructs exceed the 0.50 threshold, with digital entrepreneurial intention at 0.60, global mindset at 0.68, digital skills at 0.70, and institutional support at 0.65, indicating that each construct accounts for more than 50% of the variance of its indicators. These results confirm that the measurement model satisfies the convergent validity requirements, supporting the adequacy and consistency of the constructs used in this study.

Table 2. Fornell–Larcker Criterion

Construct	DEI	GM	DS	IS
Digital Entrepreneurial Intention (DEI)	0.82			
Global Mindset (GM)	0.58	0.83		
Digital Skills (DS)	0.63	0.60	0.84	
Institutional Support (IS)	0.54	0.52	0.59	0.81

The Fornell–Larcker criterion, which calls for each construct’s square root of AVE to be greater than its correlations with other components, was used to evaluate discriminant validity. The diagonal values of digital entrepreneurial intention (0.82), global mindset (0.83), digital skills (0.84), and institutional support (0.81) are all higher than their corresponding inter-construct correlations, as indicated in Table 2, indicating that each construct is unique and that the discriminant validity requirement is met.

Table 3. Reliability Test

Construct	Cronbach’s Alpha	Composite Reliability
Digital Entrepreneurial Intention	0.88	0.91
Global Mindset	0.89	0.92
Digital Skills	0.90	0.93
Institutional Support	0.87	0.91

The construct reliability results, as determined by Composite Reliability (CR) and Cronbach’s Alpha, are shown in Table 3. According to Hair et al. (2019), strong internal consistency is indicated by values ≥ 0.70 . Cronbach’s Alpha and CR values for all constructs of digital entrepreneurial intention, global perspective, digital skills, and institutional support are greater than 0.70, indicating that the research instrument is reliable. Together with the convergent and discriminant validity results, these results show that all of the measurement model’s indicators and constructs satisfy the standards suggested for PLS-SEM analysis, proving the measurement model’s validity, dependability, and preparedness for structural model evaluation.

Path coefficient values, t-statistics, and p-values were obtained through hypothesis testing utilizing the bootstrapping approach in the PLS-SEM method with 5,000 subsamples. If the t-statistic value was greater than 1.96 and the p-value was less than 0.05, the association between the variables was deemed significant.

Table 4. Path Coefficients and Hypothesis Testing Results

Hypothesis	Relationship Between Variables	(β)	t-Statistics	p-Value	Decision
H1	Global Mindset \rightarrow Digital Entrepreneurial Intention	0.28	2.96	0.003	Accepted
H2	Digital Skills \rightarrow Digital Entrepreneurial Intention	0.40	5.21	0.00	Accepted
H3	Global Mindset x Institutional Support \rightarrow Digital Entrepreneurial Intention	0.17	2.11	0.035	Accepted
H4	Digital Skills x Institutional Support \rightarrow Digital Entrepreneurial Intention	0.19	2.4	0.01	Accepted

As shown in Table 4, the analysis results indicate that global mindset has a positive and significant effect on digital entrepreneurial intention among international students ($\beta = 0.28$; $p < 0.01$), supporting H1. This suggests that stronger global orientation and cross-cultural abilities increase students' intention to develop digital-based businesses. Similarly, digital skills have a positive and significant effect on digital entrepreneurial intention ($\beta = 0.40$; $p < 0.001$), confirming H2. This highlights that higher digital proficiency enhances students' confidence and readiness to pursue digital entrepreneurship.

Regarding the moderating role of institutional support, the results reveal that it significantly strengthens the relationship between global mindset and digital entrepreneurial intention ($\beta = 0.17$; $p < 0.05$), supporting H3. In other words, the effect of global mindset on entrepreneurial intention is greater when students receive higher institutional support. Additionally, institutional support also significantly moderates the relationship between digital skills and digital entrepreneurial intention ($\beta = 0.19$; $p < 0.05$), supporting H4. This indicates that digital skills are more effective in fostering entrepreneurial intention when complemented by university programs, facilities, and supportive policies.

Table 5. Coefficient of Determination

Model	R ²
Model without moderation (GM, DS \rightarrow DEI)	0.54
Model with moderation (GM, DS, GMxIS, DSxIS \rightarrow DEI)	0.61

Note: GM = Global Mindset, DS = Digital Skill, DEI = Digital Entrepreneurial Intention, IS = Institutional Support.

Table 5 illustrates that when the moderating influence of institutional support was taken into account, the R² value for digital entrepreneurial intention rose from 0.54 to 0.61. This 0.07 rise suggests that institutional support has more explanatory power, emphasizing the significance of contextual elements in bolstering the impact of digital skills and global mindset. The model exhibits good predictive power with an R² of 0.61, since the combination of institutional support and individual capabilities accounts for more than 60% of the variation in the digital entrepreneurial intention of international students.

Effect size (f^2) is used to evaluate the magnitude of the contribution of each path in the structural model, including the moderating effect of institutional support. The f^2 value indicates how much the R² value changes when an exogenous construct is included or excluded from the model.

Table 6. Effect Size (f^2)

Path	f^2	Category
Global Mindset \rightarrow Digital Entrepreneurial Intention	0.14	Low-Medium
Digital Skills \rightarrow Digital Entrepreneurial Intention	0.29	Moderate
Global Mindset x Institutional Support \rightarrow Digital Entrepreneurial Intention	0.06	Low
Digital Skills x Institutional Support \rightarrow Digital Entrepreneurial Intention	0.08	Small

Based on Cohen's (2013) criteria, the values f^2 0.02, 0.15, and 0.35 indicate small, moderate, and large effects, respectively. These results show that digital skills contribute most strongly to the variation in digital entrepreneurial intention, followed by global mindset. Table 6 shows that, although the moderating effect of institutional support is small, both in the relationship between global mindset and digital entrepreneurial intention and between digital skills and digital entrepreneurial intention, both remain substantively meaningful. This indicates that institutional support acts as a contextual factor that strengthens the influence of individual abilities and orientations on digital entrepreneurial intention, even though its contribution is not as great as the direct influence of individual variables.

Qualitative Findings

In-depth interviews with international students at Universitas Nusa Putra, analyzed using a thematic approach, identified several key themes that describe the role of global mindset, digital skills, and institutional support in shaping digital entrepreneurial intention. These qualitative findings were used to deepen and contextualise the quantitative results. International students perceive cross-cultural experiences as a critical source for identifying and evaluating digital business opportunities. Exposure to diverse cultural backgrounds, languages, and communication styles allows students to recognise market needs and gaps that extend beyond their home country. Many respondents reported that interacting with peers from different countries enhanced their awareness of international consumer preferences and trends, enabling them to conceptualize business ideas that cater to a global audience. This exposure also encourages students to think creatively about products and services that leverage cultural differences, such as culture-based digital goods, online platforms for international collaboration, and cross-border e-commerce ventures (Pidduck et al., 2020).

These findings highlight that a strong global mindset fosters a broader entrepreneurial orientation among international students, making them more receptive to opportunities in the digital economy. Students with a developed global perspective are more likely to identify innovative solutions, anticipate challenges in international markets, and strategically position their ventures to serve diverse customer segments. In essence, the ability to understand and integrate cross-cultural insights strengthens the potential for digital entrepreneurial initiatives that are globally relevant and sustainable, demonstrating that a global mindset is not merely an individual trait but a key driver of international entrepreneurial vision (Jie & Harms, 2017).

Digital skills are perceived by international students as a fundamental foundation that enhances their confidence in launching technology-based businesses. Proficiency in social media, online marketplaces, and various digital tools allows students to effectively market products, reach broader customer segments, and manage operational aspects of their ventures. Many respondents highlighted that being digitally competent gives them a sense of control and autonomy, reducing uncertainty and increasing their readiness to engage in entrepreneurial activities. Furthermore, digital skills help international students overcome geographic and social limitations, enabling them to pursue entrepreneurial opportunities even when far from their home networks. By leveraging digital platforms, students can establish cross-border collaborations, access global markets, and implement business ideas that would otherwise require substantial physical presence or local connections. Consequently, digital competence is seen not only as a practical operational tool but also as a strategic resource that underpins entrepreneurial confidence and makes digital entrepreneurship a feasible and realistic pathway for international students (Sitaridis & Kitsios, 2024).

Institutional support from universities serves as a critical factor that can strengthen or weaken students' entrepreneurial intentions (Liu & Yao, 2025). Respondents reported that access to entrepreneurship programs, mentorship, training, and campus facilities enhances their sense of security and confidence in developing digital business ideas. Supportive university environments help students navigate challenges, connect with

relevant networks, and apply their skills and knowledge effectively, thereby facilitating the translation of individual competencies into actionable entrepreneurial initiatives (Rakhimova et al., 2025). However, international students also highlighted certain limitations in institutional support, such as restrictive regulations, limited access to local business networks, and insufficient guidance tailored to foreign students. These gaps can impede the realisation of digital entrepreneurial intentions despite students' strong global mindset and digital skills. These findings emphasize that institutional support acts as a catalyst that determines how effectively students' abilities and global orientation are converted into actual entrepreneurial action, underlining the importance of targeted programs and policies for fostering international digital entrepreneurship.

DISCUSSION

The analysis revealed that both global mindset and digital skills significantly influence international students' digital entrepreneurial intentions. Students with a strong global mindset were better able to recognize cross-border opportunities and integrate these insights into digital business initiatives, while higher digital skills enhanced their perceived capability to start and manage digital ventures. These findings are consistent with Aima et al. (2020) and Widyaningsih et al. (2024), who found that global mindset links cross-cultural awareness to entrepreneurial self-efficacy and intention, highlighting its role in fostering digital business engagement. Institutional support also emerged as a significant moderator, strengthening the relationship between individual competencies and entrepreneurial intention, aligning with the evidence reported by Al-Mamary et al. (2020) and Martins et al. (2023)

The qualitative data provides further insight into these quantitative results. Interviews indicated that international students perceive cultural differences and global experiences as key sources of inspiration, allowing them to identify opportunities that extend beyond local markets. Cross-cultural exposure enhanced students' understanding of international consumer trends and encouraged creative thinking for culturally adaptive digital products. This observation supports the work of Pidduck et al. (2020) and Gil (2025), which emphasizes the importance of cross-cultural competence in shaping entrepreneurial opportunity recognition. In this context, a global mindset functions not only as a cognitive orientation but also as a strategic lens for reading global digital business opportunities.

Regarding digital skills, students reported that mastery of social media, e-commerce platforms, and other digital tools increased their confidence in independently managing digital businesses, even in unfamiliar cultural environments. This explains the quantitative finding that digital skills positively affect perceived behavioral control, a critical component of entrepreneurial intention. These findings are in line with Ajzen (1991) and Vera and Vicent (2024), who highlight the role of digital competence in enhancing entrepreneurial self-efficacy and intention, particularly in technology-based and globally oriented ventures.

Institutional support was similarly reinforced by qualitative evidence. Students described university training, mentoring, and facilitation programs as essential in translating their global mindset and digital skills into entrepreneurial action. High levels of institutional support enabled students to apply their competencies effectively, while limited support hindered practical implementation. This is consistent with the findings of Al-Mamary et al. (2020) and Martins et al. (2023), demonstrating that institutional support not only directly influences entrepreneurial intention but also moderates the effect of individual factors.

The integration of quantitative and qualitative evidence indicates that international students' digital entrepreneurial intentions are shaped through the interaction of cognitive, technical, and institutional factors. Strengthening these intentions requires both the development of individual competencies, such as a global mindset and digital skills, and a university ecosystem that provides inclusive and responsive support. This aligns with Barba-Sánchez et al. (2022) and Singh and Dwivedi (2022), who emphasize that digital entrepreneurial intention emerges from the synergistic effect of personal

capabilities and environmental support, enabling students to identify, evaluate, and act on global digital business opportunities.

The practical implications of these findings suggest that higher education institutions should adopt a holistic approach to fostering digital entrepreneurship. Universities are encouraged to integrate global mindset development and digital skills training into the curriculum while simultaneously offering robust institutional support, such as mentorship, incubators, and cross-cultural networking opportunities. By doing so, students' competencies can be effectively translated into entrepreneurial action, promoting not only individual career growth but also the creation of innovative digital ventures that operate successfully in international markets. These strategies are particularly important for supporting international students, ensuring that barriers related to cultural, linguistic, and technological differences are mitigated.

CONCLUSION

The results of the study indicate that a global mindset and digital skills play an important role in shaping the digital entrepreneurial intentions of international students, with digital skills being the most influential factor. In addition, institutional support has been shown to reinforce the influence of these two variables, so that students who have a global orientation and good digital skills tend to show higher digital entrepreneurial intentions when they are in a supportive university environment. These findings confirm that the formation of digital entrepreneurship among international students is the result of an interaction between individual competencies and institutional context.

This study expands the application of the Theory of Planned Behaviour in the context of digital entrepreneurship by showing that perceived behavioural control is not only shaped by psychological aspects but is also influenced by digital competence and institutional support. Furthermore, the integration of a global mindset into the model enriches the study of international entrepreneurship by emphasising the important role of cross-cultural orientation in promoting digital entrepreneurship.

In practical terms, the results of this study indicate that universities need to strengthen digital skills training, international entrepreneurship programmes, and the development of inclusive business incubators for foreign students. Campus policies that facilitate access to mentoring, global networks, and business regulation information for international students also have the potential to increase the chances of digital entrepreneurship intentions becoming real business activities. This study is limited to one institution and uses a cross-sectional design, so generalisation of the findings should be done with caution. Further research is recommended to involve more universities and use a longitudinal design to observe the dynamics of changes in digital entrepreneurial intentions and behaviour. Other variables, such as entrepreneurial self-efficacy, cultural factors, and business regulations for international students, can be added to enrich future research models.

FUNDING STATEMENT: This research did not receive any specific grant from funding agencies in the public, commercial, or not - for - profit sectors.

CONFLICTS OF INTEREST: The author declares no conflict of interest.

DECLARATION OF GENERATIVE AI STATEMENT: During the preparation of this work, the author(s) used ChatGPT, Grammarly, and Turnitin in order to support academic writing clarity, improve linguistic accuracy, and ensure compliance with plagiarism standards. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

REFERENCES

- [1] Aima, M. H., Wijaya, S. A., Carawangsa, L., & Ying, M. (2020). Effect of global mindset and entrepreneurial motivation on entrepreneurial self-efficacy and implication to entrepreneurial intention. *Dinasti International Journal of Digital Business Management*, 1(2), 302-314.
- [2] Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50(2), 179-211.
- [3] Al-Mamary, Y. H. S., Abdulrab, M., Alwaheeb, M. A., & Alshammari, N. G. M. (2020). Factors impacting entrepreneurial intentions among university students in Saudi Arabia: Testing an integrated model of TPB and EO. *Education and Training*, 62(8), 779-803.
- [4] Antara News. (2023). *Indonesia's digital literacy index climbed to 3.54 in 2022*. Retrieved on August 25, 2025, from <https://en.antaranews.com/news/271443/indonesiasdigital-literacy-index-climbed-to-354-in-2022>
- [5] Barba-Sánchez, V., Mitre-Aranda, M., & del Brio-González, J. (2022). The entrepreneurial intention of university students: An environmental perspective. *European research on management and business economics*, 28(2), 100-114.
- [6] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- [7] Bruneel, J., D'Este, P., & Salter, A. (2012). Investigating the factors that diminish the impact of university research on regional economic development: The role of university research commercialisation. *Research Policy*, 41(3), 476-494.
- [8] Cohen, J. (2013). *Statistical power analysis for the behavioral sciences*. London: Routledge.
- [9] Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. London: Sage Publications.
- [10] European Union. (2017). *DigComp 2.1: The digital competence framework for citizens*. Retrieved on October 21, 2025, from <https://op.europa.eu/en/publication-detail/-/publication/3c5e7879-308f-11e7-9412-01aa75ed71a1>.
- [11] Gil, M. (2025). International online visits on developing the global mindset of accounting and finance students in Mexico. *Accounting Education*, 34(5), 760-784.
- [12] Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2-24.
- [13] Izzetillah, I., Ghafur, A., & Arifin, M. S. (2024). Implementation of Islamic boarding school cooperative management in forming the entrepreneurial spirit of santri. *Jurnal Ilmiah Manajemen Kesatuan*, 12(2), 355-364.
- [14] Javidan, M., Teagarden, M., & Bowen, D. (2009). A leader's guide to developing a global mindset. *Organizational Dynamics*, 38(2), 105-114.
- [15] Jayasuriya, C. H., & Perera, G. A. T. R. (2022). Predicting global mindset through entrepreneurial orientation: The case of information and communication technology born-global in the context of developing economies. *Kelaniya Journal of Management*, 11(1), 88-97.
- [16] Jie, S., & Harms, R. (2017). Cross-cultural competences and international entrepreneurial intention: A study on entrepreneurship education. *Education Research International*, 20(1), 904-912.
- [17] Kyvik, O. (2018). The global mindset: A must for international innovation and entrepreneurship. *International Entrepreneurship and Management Journal*, 14(2), 309-327.
- [18] Liñán, F., & Chen, Y.-W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593-617.
- [19] Liu, Q., & Yao-Ping Peng, M. (2025). Exploring factors influencing university students' entrepreneurial intentions: The role of attitudes, beliefs, and environmental support. *PloS One*, 20(1), 316-323.
- [20] Mardiana, R., Adha, A., & Juhari, A. (2025). The influence of social environment and motivation on students' decisions to become entrepreneurs: Case study of students of STIM Budi Bakti. *Jurnal Ilmiah Manajemen Kesatuan*, 13(1), 1-8.
- [21] Martins, J. M., Shahzad, M. F., & Xu, S. (2023). Factors influencing entrepreneurial intention to initiate new ventures: Evidence from university students. *Journal of Innovation and Entrepreneurship*, 12(1), 63-74.
- [22] Maulia, I. R., Manrejo, S., Sulistyowati, A., & Suroso, S. (2025). The synergy between entrepreneurship curriculum and digital literacy in fostering entrepreneurial intentions among college students. *Jurnal Ilmiah Manajemen Kesatuan*, 13(2), 787-794.
- [23] Mekaniwati, A., & Setiana, A. (2018). Analisis minat pada STIE Kesatuan Bogor dengan pendekatan motivasi, kepribadian dan karakteristik wirausahawan. *Jurnal Ilmiah Manajemen Kesatuan*, 6(2), 130-137.
- [24] Mhlongo, N. Z., Olatoye, F. O., Elufioye, O. A., Ibeh, C. V., Falaiye, T., & Daraojimba, A. I. (2024). Cross-cultural business development strategies: A review of USA and African. *International Journal of Science and Research Archive*, 11(1), 1408-1417.
- [25] Mian, S. A. (1997). Assessing and managing the university technology business incubator: an integrative framework. *Journal of Business Venturing*, 12(4), 251-285.

- [26] Mulyana, M., Silalahi, A. S., & Riwoe, F. L. R. (2024). Determinants of digital entrepreneurship intention: empirical study of senior high school students in Bogor. *Jurnal Ilmiah Manajemen Kesatuan*, 12(3), 575-586.
- [27] Park, J. H., & Kim, S. J. (2025). Entrepreneurial competencies in the era of digital transformation: A systematic literature review. *Digital*, 5(4), 46-55.
- [28] Patton, M. Q. (2015). *Qualitative research & evaluation methods*. Thousand Oaks: Sage Publications.
- [29] Paul, J., Alhassan, I., Binsaif, N., & Singh, P. (2023). Digital entrepreneurship research: A systematic review. *Journal of Business Research*, 156(10), 113-120.
- [30] Pidduck, R. J., Busenitz, L. W., Zhang, Y., & Moulick, A. G. (2020). Oh, the places you'll go: A schema theory perspective on cross-cultural experience and entrepreneurship. *Journal of Business Venturing Insights*, 14(4), 18-29.
- [31] Purwangono, C. J. (2025). Business model canvas implementation on the performance of MSMEs in Rural Areas. *Jurnal Ilmiah Manajemen Kesatuan*, 13(6), 5771-5782.
- [32] Rakhimova, Z., Topildiev, B., Nazarov, S., Kadirova, M., Sobirova, N., Rustamova, M., & Nusratova, K. (2025). Fostering entrepreneurial competencies in higher education: Trends, challenges, legal issues and impacts on student success. *Qubahan Academic Journal*, 5(3), 114-142.
- [33] Rohmah, S. Y., & Setiawan, U. (2023). Digitalisasi pemasaran pada kripik kaca kampung tegal heas Desa Cihanjavar. *Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi dan Perubahan*, 3(2), 55-64.
- [34] Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. London: John Wiley & Sons.
- [35] Singh, R., & Dwivedi, A. (2022). Digital entrepreneurship competency and digital entrepreneurial intention: Role of entrepreneurial motivation. *Journal of Positive School Psychology*, 6(6), 56-62.
- [36] Sitaridis, I., & Kitsios, F. (2024). Digital entrepreneurship and entrepreneurship education: A review of the literature. *International Journal of Entrepreneurial Behavior & Research*, 30(3), 277-304.
- [37] Teddlie, C., & Tashakkori, A. (2010). Overview of contemporary issues in mixed methods research. *Handbook of Mixed Methods in Social and Behavioral Research*, 2(10), 1-11.
- [38] Vera, M. D. M. S., & Vicent, P. L. (2024). The competence of digital entrepreneurship in education: Analysis of the perception of university students. *Intangible Capital*, 20(2), 376-392.
- [39] Wibisono, S., Sulistiono, S., Sujana, S., & Atmaja, T. C. N. (2025). An integrative model of digital entrepreneurship for enhancing MSME sustainability in Bogor Regency. *Jurnal Ilmiah Manajemen Kesatuan*, 13(2), 1281-1286.
- [40] Wicaksono, P. N. H., Mardi, M., & Respati, D. K. (2024). The influence of entrepreneurial motives, family environment and financial literacy on entrepreneurial intentions. *Jurnal Ilmiah Manajemen Kesatuan*, 12(1), 43-56.
- [41] Widyaningsih, D., Susilowati, H., & Selvy, M. (2024). Niat bisnis online mahasiswa: Peran business education, global mindset melalui digital technology adoption. *Jurnal Ilmiah Edunomika*, 8(3), 101-110.