

## ***THE EFFECT OF DIGITAL LITERACY AND ENTREPRENEURS LEARNING ON STUDENTS' ENTREPRENEURIAL INTENTION***

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### **Abstract**

The number of unemployed is always increasing every year, especially in high school graduates. One way to overcome this is to become an entrepreneur. This study aims to determine the effect of digital literacy and the quality of entrepreneurship learning on students' entrepreneurial intentions. The research population is class XI students in the 2020/2021 academic year at SMAN 35 Jakarta and SMAN 7 Jakarta, totally 454 students. Sampling was carried out using the Slovin formula with a total sample of 212 students. Data collection techniques using questionnaires and data analysis techniques using descriptive statistical analysis and multiple linear regression analysis with the help of the IBM SPSS 25.0 program. The results showed that there was a positive and significant influence between Digital Literacy and Entrepreneurship Learning Quality on Students' Entrepreneurial Intentions. The level of digital literacy is very high, while the level of quality of entrepreneurship learning is medium and the level of entrepreneurial intention is very high. It can be concluded that in the current digital era, the need for digital literacy skills is needed to support students' intentions in starting entrepreneurship as well.

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### **Abstrak**

Jumlah pengangguran yang selalu meningkat setiap tahunnya, khususnya pada lulusan sekolah menengah atas. Salah satu cara mengatasinya adalah dengan menjadi wirausaha. Penelitian ini bertujuan untuk mengetahui pengaruh literasi digital dan kualitas pembelajaran kewirausahaan terhadap intensi berwirausaha siswa. Populasi penelitian adalah siswa kelas XI tahun ajaran 2020/2021 di SMAN 35 Jakarta dan SMAN 7 Jakarta yang berjumlah 454 siswa. Pengambilan sampel dilakukan dengan menggunakan rumus slovin dengan jumlah sampel sebanyak 212 siswa. Teknik pengumpulan data dengan menggunakan angket dan teknik analisis data menggunakan analisis statistik deskriptif dan analisis regresi linier berganda dengan bantuan program IBM SPSS 25.0. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan antara Literasi Digital dan Kualitas Pembelajaran Kewirausahaan terhadap Intensi Berwirausaha Siswa. Tingkat literasi digital yaitu tingkat sangat tinggi, sementara tingkat kualitas pembelajaran kewirausahaan yaitu tingkat sedang dan tingkat intensi berwirausaha yaitu sangat tinggi. Dapat disimpulkan bahwa di era digital seperti saat ini kebutuhan akan kemampuan literasi digital sangat dibutuhkan untuk menunjang intensi siswa dalam memulai berwirausaha begitu juga didukung dengan kualitas pembelajaran yang baik agar siswa mempunyai wadah untuk mengembangkan kemampuan dan pengetahuan berwirausaha.

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## INTRODUCTION

Indonesia is one of the countries with the fourth largest population in the world, namely 270 million people. Indonesia has a number of productive age in 2020 reaching 191 million people (BPS, 2020). However, the demographic bonus has not been utilized optimally. This is evidenced by the unemployment data for high school graduates (SMA) who have an unemployment rate of 6.77%. The number of unemployed high school graduates always increases every year, following BPS data on the number of unemployed high school graduates per Q1 from 2018-2021 as follows:

Table 1. Number of Unemployment in High School Graduates 2018-2021

2018	2019	2020	2021
1,672,601	1,690,827	1,748. 834	2,305,093

*Source: (BPS, 2021)*

Based on data released by the Global Entrepreneurship Index (GEI, 2019), Indonesia is in 75th position which is below Taiwan at 18th, Singapore at 27th, Malaysia at 43rd, Brunei Darussalam is ranked 48th and Vietnam is ranked 73rd. Indonesia's lagging behind in creating a generation of entrepreneurs has become a whip for the government to continue to improve efforts, both in terms of facilities, capital, and policies to make it easier for people to build businesses.

The convenience of today's technology also encourages students to be able to find more information about entrepreneurship. One of them is literacy. However, based on data (Kemendikbud, 2019a) the results of the calculation of the Indonesian Reading Literacy Activity Index (Alibaca) in 2019 were 37.32 or only at a low level. But now with digital media, literacy can be done on cell phones. Currently, the activity of reading information via digital is called digital literacy.

Indonesia in a digital survey on digital literacy conducted by the Ministry of Communication and Information (Kominfo, 2020) has a digital literacy index of 3.47, which is at a moderate level. However, based on research conducted (Kurnia and Astuti, 2017) stated that the school's contribution to increasing digital literacy was only 3.68%. This is in stark contrast to efforts to increase entrepreneurial intentions in the school environment.

Today's students also still have *mindset* to look for jobs rather than create jobs. This is evidenced by a simple study conducted by researchers on students in a high school in Jakarta when carrying out teaching skills practice (PKM) that they prefer a career as an employee than opening a business because it is considered more difficult. This can happen due to the unpreparedness of the curriculum and components of entrepreneurship learning, so that more optimal efforts are still needed to improve the quality of entrepreneurship learning.

Efforts to increase entrepreneurial intentions through digital literacy are still very minimal. Whereas digital literacy has an important role. A simple study conducted by researchers on students at a public high school (SMA) in Jakarta revealed that digital literacy really helps them to find information about *trends* market *et al.*, 2020). Digital literacy also helps them to know how to optimally market their products. In addition, with

digital literacy, they can increase their entrepreneurial spirit by watching videos of successful entrepreneurs on the internet.

Efforts made by the government in the field of education are also carried out, namely by adding entrepreneurship subjects to the 2013 curriculum. The purpose of the entrepreneurship program is to support the achievement of an entrepreneurial spirit and entrepreneurial skills in students. So that students become productive, creative and innovative as well as beneficial to the surrounding community (Kemendikbud, 2019b). Entrepreneurship learning is expected to increase students' entrepreneurial intentions.

Therefore, quality entrepreneurship learning is needed. Good quality entrepreneurship learning creates competent students to be able to start entrepreneurship. This is in line with the results of research (Listyaningrum, 2017) that the social environment of students, especially schools, has a major role in shaping students' entrepreneurial readiness.

Entrepreneurial readiness is formed through various activities of students in carrying out entrepreneurial learning, for example making a product, learning to manage a business, teamwork to create product marketing strategies, and other entrepreneurial activities. Not only that, students are also given the opportunity to be able to take part in various entrepreneurship competitions held inside and outside school. This is done as a form of self-actualization for students.

Entrepreneurship learning participates in developing the abilities and knowledge of students in creating a work of economic value that can be useful for the surrounding community (Mayanti, 2013: 1) quoted by (Setiaji, et al, 2018). In addition, this learning also provides opportunities for students to create innovative products, have competitiveness, increase creativity and teamwork skills, are also good at conducting self and business evaluations.

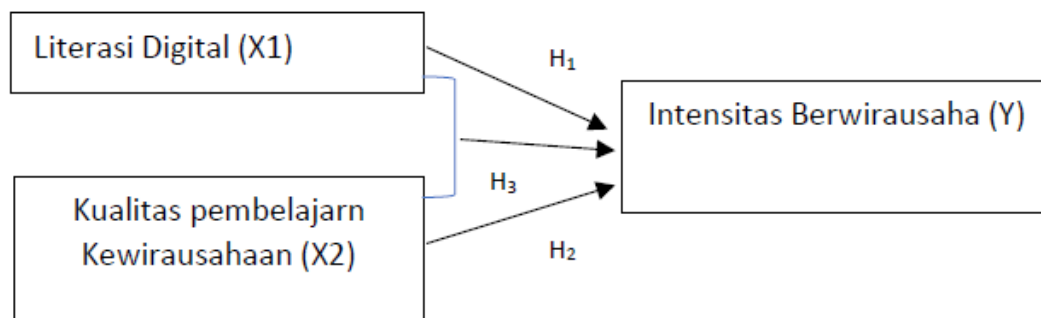
In line with research conducted by Kennedy (2003) in (Awang *et al.*, 2016), after completing entrepreneurship learning, students show a very good impression of the desire and ability to start a business. therefore entrepreneurship learning should be a means for students to develop business ideas and their skills in entrepreneurship.

The researcher concludes that intention is something that is important for an entrepreneur to be able to run his business consistently. Digital literacy abilities and learning quality also play a role in increasing students' entrepreneurial intentions, with the current ease of technology and information, as well as various supporting learning components, efforts to increase students' entrepreneurial intentions can be carried out.

## RESEARCH METHODOLOGY

This study uses a quantitative method, which is an approach that views human behavior as predictable, has a measure and is objective by taking samples, collecting data, and analyzing data using statistical measurements (Sugiyono, 2018). Based on the type, this research is included in correlational research, which is one of the methods used in quantitative methods to measure the degree of relationship between two or more variables using statistical correlation analysis. (Creswell, 2015)

Entrepreneurship learning on the dependent variable is entrepreneurial intention. Then the constellation of research as follows:



**Figure 1. Research Constellation**  
Source: processed by researchers, 2021

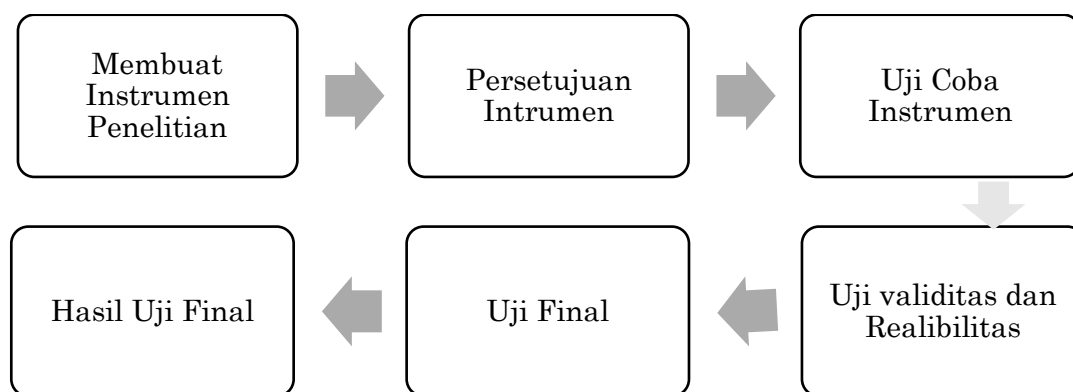
The population used in this study is a limited population whose numbers can be calculated clearly. The population in this study is class XI students for the 2020/2021 academic year at SMA Negeri 35 Jakarta with a total of 210 students and 243 students at SMA Negeri 7 Jakarta. Then the total population is 453 students. This study uses a *purposive sampling technique* which is a sampling technique by determining certain criteria (Sugiyono, 2019) and *Slovin* is used to determine the sample to be taken by the researcher. So the sample used is 212 students.

Collecting data using a questionnaire with a Likert scale. The Likert scale is a scale that measures a person's views, attitudes and opinions about a phenomenon (Herlina, 2019). This scale is used to ask questions to respondents so that there are several answer choices provided, respondents will only choose one of the five answers that are considered the most appropriate. The research has two independent variables, namely digital literacy and the quality of entrepreneurial learning, and there is one dependent variable, namely entrepreneurial intentions.

Digital literacy (LD) is the ability to use information and communication technology to find, evaluate, create, and communicate information, which requires cognitive and technical skills (White, 2017). Digital literacy has four indicators, namely searching for information on the internet, using hypertext, evaluating information, and gathering information (Gilster, 1998).

The quality of entrepreneurial learning (KPK) according to the Ministry of National Education (2004: 7-10) in (Mela and Joko, 2019) is a series of optimal learning processes and outcomes from collaborative linkages between teachers, students, curriculum, learning materials, media, facilities, infrastructure and systems. KPK has six indicators, namely teacher learning behavior, student behavior and learning outcomes, learning climate, materials, media and learning systems. Entrepreneurial intention has six indicators, namely self-confidence, choosing a career as an entrepreneur, seeking information about entrepreneurship, participating in training, expanding relationships, and digging for information to obtain capital.

Entrepreneurial intention (IB) is defined as an awareness to start the act of creating a business (Moriani, 2012) in (Esfandiar *et al.*, 2019). IB has entrepreneurial intentions that can be assessed through self-confidence, choosing a career as an entrepreneur, seeking information about entrepreneurship, participating in training, expanding relationships, and digging up information to obtain capital (Dewi Karyaningsih and Wibowo, 2017)



**Figure 2. Stages Of Data Collection Research**  
 Source : Processed By Researchers, 2021

The analysis technique of the research instrument test uses a validity test and a reliability test. The results obtained from the LD variable 12 items are valid with a *Cronbach Alpha* of 0.8044. The KPK variable 21 items are valid with a *Cronbach Alpha* 0.91137. IB variable 15 items are valid with a *Cronbach Alpha* value of 0.92557.

This study uses descriptive statistical analysis of percentages. (Sugiyono, 2018) which explains that, descriptive statistics are for analyzing data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. This method is used to describe the character of each independent variable, namely the digital literacy variable and the quality of entrepreneurship learning on the dependent variable of entrepreneurial intention in e-business to draw conclusions in words. Then using multiple regression analysis methods including normality test, linearity test, multicollinearity test, heteroscedasticity test, which uses the help of the IBM SPSS program.

The hypothesis test used in this study is a partial test and a simultaneous test. This significance test is used to test: **H1: Digital Literacy has an effect on Entrepreneurial Intentions, H2: The Quality of Entrepreneurship Learning has an effect on Students' Entrepreneurial Intentions, H3: Digital Literacy and Entrepreneurship Learning Quality Together have an effect on Students' Entrepreneurial Intentions.**

## RESULTS AND DISCUSSION

Descriptive statistical analysis was conducted to provide a description of the variables of this study. Based on the results of the research data, the descriptive statistical summary of each variable is shown in table 4.1 below:

No	Variable	Min	Max	Mean	Std.Deviation	N	Category
1	Digital Literacy	19	60	53,54	5,011	212	High
2	Entrepreneurship Learning Quality	65	105	84,95	7,383	212	High
3	Entrepreneurial Intention	43	74	60,43	5,438	212	High

## Table 2. Descriptive Analysis of Variables

Source : processed by researchers, 2021

In table 4.1 is the result of descriptive analysis of the percentage of digital literacy variables, the quality of entrepreneurial learning and entrepreneurial intentions that produce the highest value, the lowest value, the total average score of each variable to the standard deviation of the number of respondents is 212 students.

Based on table 4.1, it can be said that the variable digital literacy of students at SMAN 7 Jakarta and SMAN 35 Jakarta is in the high category with an average value of 53.54. The results show that the most students have digital literacy skills at a very high level of 83%, namely 176 students. 15% of students who have high digital literacy skills are 32 students. Students who have digital literacy skills at a moderate level are 1%, namely 2 students, while students who have very low levels of digital literacy skills are 1%, namely 2 people. It can be concluded that the digital literacy level of students at SMAN 7 Jakarta and SMAN 35 Jakarta is very high.

The variable of the quality of entrepreneurship learning is in the high category with an average value of 84.94. The results show that the quality of entrepreneurship learning is at a moderate level, namely 40% or 84 students. Students who stated that the quality of entrepreneurship learning at a high level was 25% or 54 students. Students who state that the quality of entrepreneurship learning is at a very good level, namely 15% or 27 students, while students who state that the quality of entrepreneurship learning is at a low level are 20% or 42 students and at a very poor level, namely 2% or 5 students. So it can be concluded that the level of quality of entrepreneurship learning at SMAN 7 Jakarta and SMAN 35 Jakarta is at a moderate level.

The entrepreneurial intention variable is at a high level with an average value of 60.43. The results show that the most students have entrepreneurial intentions at a high level as much as 42%, namely 88 students. Students who have moderate entrepreneurial intentions are 33%, namely 71 students. Students who have entrepreneurial intentions at a very high level are 12%, namely 24 students. Students who have an entrepreneurial intention at a low level are as many as 11%, namely 24 students, while students who have a very low level of entrepreneurial intention are 2%, namely 5 people. So it can be concluded that the level of entrepreneurial intention of students at SMAN 7 and SMAN 35 Jakarta is at a high level.

### Classic Assumption Test

#### Normality Test

The normality test aims to test whether in the regression model, the dependent variable and the independent variable both have a normal distribution or not. The results of the Kolmogorov-Smirnov test with the quality of entrepreneurship learning as the dependent variable showed a significance result at 0.2 which was above 0.05. Residual data is normally distributed.

#### Linearity Test

The results of the linearity test with a value of Sig. deviation from linearity between (X1) Digital Literacy and (Y) Entrepreneurial Intention is  $0.198 > 0.05$ , it can be concluded that there is a linear relationship between Digital Literacy and Entrepreneurial Intention. While the results of the linearity test between Entrepreneurial Learning Quality (X2) and Entrepreneurial Intentions (Y) resulted in a Sig. Deviation from Linearity value of  $0.552 > 0.05$ , so it can be concluded that there is a linear relationship between Entrepreneurial

### Multicollinearity Test

To find out the existence of multicollinearity, it can be tested with the *Coefficients* and then look at the *Tolerance* and VIF values. If the *Tolerance* > 0.1 and the VIF value is < 10, it can be concluded that there is no multicollinearity. The following are the results of the multicollinearity test using the SPSS program. Based on the multicollinearity test with a tolerance value of 1.00 > 0.01 and a VIF of 1.00 < 10, it can be concluded that the data does not experience multicollinearity symptoms.

### Heteroscedasticity Test Heteroscedasticity

Test was conducted to test whether the regression model has a constant variance of residuals or errors between one observation to another. Heteroscedasticity test using *Spearman's Rho*. Based on the correlations table data above, it is known that the significance value of the Digital Literacy variable (X1) is 0.123 > 0.05 and the Entrepreneurship Learning Quality (X2) is 0.964 > 0.05, so it can be concluded that the data does not experience symptoms of heteroscedasticity.

### Multiple Regression Test The

Following results from multiple regression analysis of the effect of digital literacy and the quality of entrepreneurial learning on entrepreneurial intentions are presented in table 4.2

**Table 3. Multiple Regression Test Results**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	26.554	5.372		4.943	.000		
	Literasi Digital	.270	.069	.249	3.928	.000	1.000	1.000
	Kualitas Pembelajaran Kewirausahaan	.229	.047	.310	4.897	.000	1.000	1.000

a. Dependent Variable: Intensi Berwirausaha

Source : processed by researchers, 2021

Based on the table of results of the regression analysis, the following equation can be obtained:  $Y = 26.554 + 0.270 X1 + 0.229 X2$ . Based on the linear regression equation, it is known that the constant value is 26,554, meaning that if the independent variables are Digital Literacy and Entrepreneurship Learning Quality considered constant at a value of 0, it can be predicted that the entrepreneurial intention will be worth 26,554



## The Effect of Digital Literacy on Students' Entrepreneurial Intentions Independent

Variable Digital Literacy (X1) in the multiple linear regression model above the coefficient value of 0.270, meaning that if digital literacy increases by 1% and the others are constant, it can be predicted that entrepreneurial intentions will increase by 0.270 (27%). This means that Digital Literacy (x1) has a positive effect on Entrepreneurial Intentions (Y). Based on the results of the partial t test, the result is that the t value of Digital Literacy is  $3.928 > 1.620786$ , this means that Digital Literacy (X1) has a significant effect on Entrepreneurial Intention (Y), so it can be concluded that **H1 is accepted**.

This is in line with research studies (Saptono, Wibowo and Shandy, 2020) that it takes the development of capabilities in the use of digital media to be able to create a business such as a *start-up*, supported by convenience in the current technological era, which is a strong reason that students' digital literacy skills must continue to be developed. In line with research (Mugiono, Prajanti and Wahyono, 2020) (Hasanah and Setiaji, 2019) that digital media is a place to be able to create businesses by sharing *the features* in it. Digital media can not only bring together buyers and sellers but can also develop ideas in a business. Therefore, students must have a good level of digital literacy in order to keep up with the development of the business world and also the development of technology.

The impact of digital technology on business innovation and entrepreneurship has many roles, namely being a facilitator, mediator or outcome of entrepreneurial operations, or the overall business model (Steininger, 2019). Research conducted (Elia etc., 2020) revealed that digital technology that is increasingly developing ultimately requires everyone to be able to continue to innovate to develop their business ideas. Therefore, the extent to which students can take advantage of digital literacy skills is very important to increase their abilities and knowledge about entrepreneurship.

Digital literacy in the context of entrepreneurship is the ability to use digital products effectively such as digital components in the form of applications or media content to offer products. Digital literacy also allows students to use digital platforms, namely those that function to provide certain products or services. Not only that, digital literacy skills also help students use digital infrastructure, among others, to communicate, collaborate, and or *analytic data* to support student entrepreneurial innovation. (Neumeyer, Santos and Morris, 2021)

## The Effect of Entrepreneurship Learning Quality on Students' Entrepreneurial Intentions

Based on table 3. The independent variable is the quality of entrepreneurial learning (X2) in the multiple linear regression model above the coefficient value of 0.229, meaning that if the quality of entrepreneurial learning increases by 1% and the others are constant, it can be predicted that entrepreneurial intention will increase by 0.229 (22.9 %). This means that the Quality of Entrepreneurship Learning (X2) has a positive effect on Entrepreneurial Intentions (Y). The t-count value of Entrepreneurial Learning Quality is  $4.897 > 1.620786$ , this means that Entrepreneurship Learning Quality (X2) has a significant effect on Entrepreneurial Intentions (Y), so it can be concluded that **H2 is accepted**. This is in line with research (Adekiya and Ibrahim, 2016) that entrepreneurship education and training provides a platform for students who have entrepreneurial intentions to be more motivated and develop entrepreneurial knowledge and *skills*. The more knowledge and experience students feel in entrepreneurship, the more ready they will be to enter the business world.

In line with research (Pratomo, Mulyadi and Utama, 2018) that entrepreneurship learning aims to provide a real picture of entrepreneurship so that students will be ready to become entrepreneurs, therefore good quality entrepreneurial learning is needed so that these goals are achieved. Research (Karyaningsih *et al.*, 2020) also reveals that entrepreneurship learning increases individual entrepreneurial intentions. (Saptono *et al.*, 2019).

Keat *et al.* (2011) in (Kusumojanto, Narmaditya and Wibowo, 2020) states that the main purpose of entrepreneurship education is to change the views, behavior, attitudes and intentions of students to understand entrepreneurship, have an entrepreneurial mindset, and later become successful entrepreneurs in building businesses. Therefore entrepreneurship learning is also expected to have an overview of the real theory and practice of entrepreneurship, so it takes a team of qualified teaching staff, good books and reading resources, an effective learning approach will also form high entrepreneurial intentions. (Ni and Ye, 2018).

Teachers can also provide an overview of successful entrepreneurship to increase students' entrepreneurial intentions, as well as an effective curriculum, so that it can raise students' confidence in their ability to start a business and develop their skills and attitudes towards entrepreneurship (Boldureanu *et al.*, 2020). Entrepreneurship learning teaches a process, therefore it is expected to foster persistence and take lessons about not giving up easily. (Welsh, Tullar and Nemati, 2016)

Variations in learning models can also be varied such as holding workshops on ideas about a business by forming a team and then presenting and applying. The effort will be assessed academically or by creating an entrepreneurial competition to make learning more interesting (Barba-Sánchez and Atienza-Sahuquillo, 2018). Research conducted by (Wales, 2016) shows that due to conceptual changes regarding entrepreneurship, new teaching methodologies, media and various technological tools provide changes in economic needs and demands for entrepreneurship learning in schools. and Sig.  $0.000 < 0.05$ , it can be concluded that Digital Literacy and Entrepreneurship Learning Quality simultaneously have an effect on Entrepreneurial Intentions, so **H3 is accepted**. In addition, based on the results of the coefficient of determination, the value of  $R^2$  is  $0.161$ , meaning that the variation of all independent variables (digital literacy and the quality of entrepreneurial learning) can affect the dependent variable (Entrepreneurial Intentions) by 16.1% (0.161). While the remaining 83.9% (0.839) is influenced by other variables outside the study.

## CONCLUSIONS AND RECOMMENDATIONS

This study aims to examine how the influence of Digital Literacy and Entrepreneurship Learning Quality on Students' Entrepreneurial Intentions. The object of the research is the XI grade students of SMAN 7 Jakarta and SMAN 35 Jakarta in 2020/2021. The data taken in this study are included in the primary data taken and managed by the researchers themselves. The total population of the study was 459 students, then the sample was taken using purposive sampling technique and Slovin's formula with a degree of error of 5% obtained 212 students. The data analysis technique in this study was assisted by the application of SPSS statistical analysis version 25. Based on the results of the research and discussion described by previous researchers in chapter IV, several conclusions can be drawn as follows:

1. Digital Literacy has a positive and significant effect on Entrepreneurial Intentions. if students improve their digital literacy skills, they can increase their entrepreneurial intentions. this can happen because of the ease of obtaining knowledge and skills on the internet, as well as the motivation that students can find

through digital media to increase their entrepreneurial.

2. intentions students' entrepreneurial intentions, this can happen because all the readiness of a good learning component can support students to be more interested and interested in entrepreneurship, so that students' entrepreneurial intentions will increase.
3. Digital Literacy and Entrepreneurship Learning Quality affect the Entrepreneurial Intentions of students at SMAN 7 Jakarta and SMAN 35 Jakarta by 16% with the results of a very high level of digital literacy, a medium level of entrepreneurship learning quality and a high level of entrepreneurial intention.

The suggestions given in this study are:

1. For students, to be more active so that they can have a deeper understanding of entrepreneurship, Digital Literacy and Entrepreneurship Learning can be used as facilities to continue to explore knowledge and skills about entrepreneurship so that in the future students can have good knowledge and skills about entrepreneurship.
2. For teachers, in this study it was found that there were some students who felt bored following the lesson, it was hoped that the teacher could find media and learning methods that were more fun and varied, so that students were more interested in learning and could increase their entrepreneurial intentions
3. For the government, In this study, it was found that some students had difficulty finding relationships in starting entrepreneurship, it is hoped that the government can form an inter-school organization, so that student relations in entrepreneurship are not only internal to the school.

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