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THE EFFECT OF DIGITAL LITERACY AND FAMILY SUPPORT ON THE ENTREPRENEURIAL INTEREST OF GRADE XII OFFICE MANAGEMENT STUDENTS AT SMKN 1 SURABAYA

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Abstract: *The present investigation sought to examine the impact of digital literacy and familial support on the entrepreneurial proclivity of 12th-grade Office Management students at SMK Negeri 1 Surabaya during the 2024/2025 academic year. Entrepreneurial interest is considered a crucial determinant in equipping students to navigate prospective career challenges, particularly within the digital epoch, which necessitates technological competence and environmental reinforcement. This study employed a quantitative methodology with a causal-associative research design. The population consisted of 138 students, from which a sample of 103 students was drawn utilizing stratified random sampling. Data acquisition was conducted through a questionnaire and subsequently analyzed via multiple linear regression. The findings revealed that digital literacy and familial support exhibit a statistically significant and affirmative influence on students' entrepreneurial interest, observable in both isolated and combined analyses. Digital literacy empowers students to proficiently leverage technology for identifying and cultivating business opportunities, while familial support fortifies motivation and self-assurance in pursuing entrepreneurial endeavors. A coefficient of determination ($R^2 = 0.414$) revealed that these two variables elucidated 41.4% of the variance in entrepreneurial interest, with unexamined factors accounting for the residual proportion. These insights underscore the criticality of reinforcing digital literacy and familial encouragement for nurturing students' entrepreneurial drive, thereby offering practical ramifications for educational institutions and households in formulating pedagogical strategies supportive of entrepreneurial development.*

Keywords: *Digital Literacy, Family Support, Entrepreneurial Interest, Sustainable Development Goals (SDGs).*

INTRODUCTION

The expeditious evolution of digital technology has precipitated profound transformations across numerous life domains, encompassing both educational paradigms and employment landscapes. This paradigm shift towards a digital era has stimulated the genesis of novel, adaptable, and technology-centric work modalities, concomitantly necessitating the cultivation of adaptive and innovative competencies among individuals. Within this milieu, entrepreneurship has ascended as a pivotal capability, functioning not merely as an alternative vocational trajectory but also as an instrument for generating fresh employment prospects amidst the volatile global economic environment. This scenario assumes particular salience when appraised against the backdrop of the national labor market, which is typified by escalating competitive pressures-evidenced by a substantial cohort of job seekers coupled with a paucity of available positions. Empirical manifestations of this phenomenon were observed at the Bekasi Pasti Kerja Expo job fair, which drew approximately 25,000 employment aspirants (Hardiantoro Alinda & Inten, 2025), and are further accentuated by the increasing incidence of workforce reductions across diverse industrial domains in 2025 (Sandi & Rizky, 2025). Conversely, the deferment of the 2025 Civil Service Candidate (CPNS) recruitment initiative has exacerbated the constriction of formal employment avenues for Vocational High School (SMK) leavers (Kompas TV, 2025; Sania & Mahar, 2025). Statistics from the Central Statistics Agency (BPS) reveal that vocational high school graduates persistently exhibit the highest rate

of open unemployment, recorded at 9.01%, a figure surpassing those for general high school and university graduates (BPS, 2024). This suggests that vocational high school alumni are unable to depend exclusively on the provision of formal employment.

This prevailing circumstance necessitates the exploration of alternative remedies, specifically through the cultivation of entrepreneurship as a mechanism for autonomous job creation. Entrepreneurial inclination constitutes a paramount consideration warranting early nurturing, given its instrumental role in advancing economic autonomy and mitigating unemployment rates (Ardiani & Putra, 2020; Puspasaria et al., 2024). Entrepreneurial interest is manifested by an individual's propensity towards entrepreneurial endeavors, which propels the aspiration to acquire knowledge and practically cultivate a business venture (Fatonnah et al., 2022). Consequently, vocational education ought not merely to concentrate on workforce preparedness but also to engender graduates endowed with entrepreneurial aptitude.

To elucidate the genesis of entrepreneurial interest, this investigation leverages the Theory of Planned Behavior conceptualized by Icek Ajzen (Ajzen, 1991), asserting that behavioral intention is predicated upon perceived behavioral control and subjective norms. Within this theoretical framework, digital literacy is conceptualized as an embodiment of perceived behavioral control, given its reflection of an individual's competence in proficiently employing technology, whereas familial assistance is posited as exemplifying the subjective norms that shape an individual's career-related decision-making.

During the epoch of Industry 4.0, digital literacy has emerged as an indispensable fundamental competency, pivotal for augmenting competitiveness and stimulating innovation (Firmansyah & Susetyo, 2022). Digital literacy denotes an individual's aptitude for the effective, efficient, and responsible deployment of information and communication technology (Hidayati et al., 2023; Khoiriyah et al., 2022), alongside its capacity to nurture ingenuity in devising digital-centric business prospects (Cleopatra et al., 2022). Conversely, familial support assumes a vital function in influencing entrepreneurial interest by furnishing emotional, motivational, and instrumental backing, which can augment an individual's self-assurance (Fitriani & Hermawan, 2024).

A myriad of prior investigations suggests that digital literacy positively affects entrepreneurial interest (Rahman, 2024; Ulfa & Suharsono, 2023; Wulandari et al., 2024); similarly, familial encouragement has been demonstrated to exert an influence on this same construct (Afriani & Novrita, 2024; Ningsih & Wahyudi, 2023; Suryawan & Dewi, 2024). Nevertheless, a predominant proportion of these inquiries have either scrutinized the two variables independently or have been undertaken with divergent participant cohorts. Studies concurrently investigating both variables are comparatively scarce, typically focusing on tertiary education students (Novita et al., 2025) or failing to specifically address vocational high school students possessing distinct program attributes (Bahri & Trisnawati, 2021).

Within this specific context, scholarly inquiry into the concomitant influence of digital literacy and familial support on entrepreneurial inclination among vocational high school students continues to exhibit a discernible lacuna. Certain investigations exclusively prioritize digital literacy, omitting consideration of familial elements (Cleopatra et al., 2024), whereas others analyze the family milieu without establishing a nexus to digital literacy (Howardi Visza Adha et al., 2023). Moreover, studies executed within the Surabaya region and targeting 12th-grade students specializing in Office Management are restricted, notwithstanding the inherent potential of this specialization for fostering entrepreneurship rooted in contemporary administrative practices.

Addressing these identified research deficiencies, the present study endeavors to scrutinize the impact of digital literacy and familial support on the entrepreneurial proclivity of 12th-grade students enrolled in the Office Management program at SMK Negeri 1 Surabaya, examining both their individual and combined effects. It is anticipated that this investigation will furnish empirical contributions pertinent to the evolution of digital-centric entrepreneurship education and function as a foundational reference for educational institutions and households in bolstering the cultivation of students' entrepreneurial aspirations, consonant with the strategic objectives of Indonesia Emas 2045, which posits entrepreneurship as a cornerstone of national economic metamorphosis. The symbiotic relationship between inclusive educational frameworks and innovative entrepreneurial endeavors constitutes a critical transformative strategy for confronting protracted developmental challenges, aligning congruently with the Asta Cita vision for Indonesia Emas 2045 (Sarman, 2025).

RESEARCH METHODOLOGY

A quantitative methodology, characterized by a causal-associative design, was utilized in this study to investigate the impact of digital literacy and familial encouragement on students' entrepreneurial interest. The population for this investigation encompassed the entirety of 138 Grade 12 students specializing in Office

Management at SMK Negeri 1 Surabaya during the 2024/2025 academic session. Sample size calculation employed the Slovin formula, assuming a 5% margin of error, yielding $n = N / (1 + N(e)^2)$. This computation resulted in a sample size of 102.6, subsequently rounded to 103 participants. Stratified random sampling was the technique implemented to guarantee proportionate representation from each class. Primary data were acquired via questionnaire administration, while secondary data were sourced from academic journals, scholarly texts, and pertinent official documentation. The research instrument's construction was predicated upon indicators delineated in prior research: entrepreneurial interest was gauged by metrics such as business startup intention, proprietary business decision-making, and entrepreneurial attitudes (Chen, 2009); digital literacy encompassed technical proficiency in technology utilization, creativity, collaboration, communication, information retrieval and evaluation capabilities, critical thought, socio-cultural comprehension, and digital security (Manullang, 2022); and familial support was quantified across dimensions of emotional, appreciative, instrumental, and informational assistance (Annisa et al., 2021). Each of these indicators was operationalized into questionnaire items, subsequently measured on a five-point Likert scale.

Prior to its deployment, the research instrument underwent validation and reliability assessments via a pilot study involving 33 participants. The outcomes of the validity testing revealed that all items exhibited a computed r-value exceeding the critical r-table value (0.344) at a significance level below 0.05, thereby affirming their validity. Concurrently, reliability testing indicated that all variables possessed Cronbach's Alpha coefficients surpassing 0.70—specifically, 0.910 for digital literacy, 0.933 for family support, and 0.964 for entrepreneurial interest—consequently establishing the instrument's reliability. Data analysis was executed employing multiple linear regression to ascertain the influence of the independent variables upon the dependent variable. Hypothesis testing incorporated the t-test for evaluating partial effects, the F-test for appraising simultaneous effects, and the coefficient of determination (R^2) for quantifying the independent variables' explanatory power over the dependent variable. Furthermore, classical assumption diagnostics, comprising tests for normality, multicollinearity, and heteroscedasticity, were performed to guarantee that the regression model conformed to statistical prerequisites, thereby ensuring the validity, unbiasedness, and reliability of the resultant analyses.

RESULTS AND DISCUSSION

Results

Table 1. Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		103
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	2,99291437
Most Extreme Differences	Absolute	0,069
	Positive	0,046
	Negative	-0,069
Test Statistic		0,069
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the Kolmogorov–Smirnov test results, a significance value (Asymp. Sig.) of 0.200 was obtained, which is greater than 0.05. Consequently, it can be ascertained that the residual data within this investigation exhibits a normal distribution. This outcome signifies that the regression model adheres to the normality assumption, thereby permitting progression to subsequent analytical stages.

Table 2. Multicollinearity test

No	Variable Independen	Tolerance	VIF
1	Digital Literacy (X1)	0,495	2,020
2	Family Support (X2)	0,495	2,020

An examination of the multicollinearity test results revealed that variable X1 presented a Tolerance value of 0.495 (> 0.10) and a VIF of 2.020 (< 10). Similarly, variable X2 exhibited a Tolerance value of 0.495 (> 0.10) and a VIF of 2.020 (< 10). As all independent variables consistently demonstrate Tolerance values exceeding 0.10 and VIF values below 10, it is therefore concluded that multicollinearity is absent among the independent variables, and the regression model satisfies this critical assumption.

Table 3. Heteroscedasticity test (Glejser Method)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,378	1,451		0,950	0,345
Digital Literacy	-0,014	0,060	-0,033	-	0,818
Family Support	0,043	0,050	0,121	0,855	0,395

a. Dependent Variable: Abs_RES

The heteroscedasticity test, conducted utilizing the Glejser method, yielded significance values for variable X1 at 0.818 (> 0.05) and for variable X2 at 0.395 (> 0.05). Given that all observed significance values exceed 0.05, it can be concluded that the regression model does not exhibit heteroscedasticity. Consequently, the model fulfills the homoscedasticity assumption, rendering it suitable for further analysis.

Table 4. Multiple Linear Regression Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4,621	2,363		1,956	0,053
Digital Literacy	0,361	0,098	0,402	3,691	0,000
Family Support	0,221	0,082	0,293	2,691	0,008

a. Dependent Variable: Entrepreneurial Interest

The regression analysis results culminated in the derivation of the equation $Y = 4.621 + 0.361X_1 + 0.221X_2$. This equation indicates that the entrepreneurial interest variable (Y) is influenced by digital literacy (X_1) and family support (X_2), as evidenced by their respective regression coefficients. The constant term of 4.621 suggests that, if the digital literacy and family support variables are held at zero or considered invariant, students' interest in entrepreneurship would manifest at a value of 4.621. A positive regression coefficient of 0.361 for digital literacy implies that for every one-unit increment in digital literacy, entrepreneurial interest is projected to increase by

0.361, assuming family support remains constant. Concurrently, the family support regression coefficient of 0.221, also being positive, denotes that a one-unit increase in family support is associated with a 0.221 rise in entrepreneurial interest, provided digital literacy is considered constant. Thus, both independent variables are observed to contribute positively to fostering students' entrepreneurial interest.

Table 5. t-test

Variable	t-value	t-table	Sig.	Remark
Digital Literacy (X1)	3,691	1,984	0,000	Significant
Family Support (X2)	2,691	1,984	0,008	Significant

Analysis of the t-test results indicates that the digital literacy variable (X1) possesses a t-value of 3.691, which exceeds the critical t-table value of 1.984, alongside a significance value of 0.000 (< 0.05). This finding substantiates that digital literacy exerts a significant effect on the entrepreneurial interest among 12th grade Office Management students at SMKN 1 Surabaya. Similarly, the family support variable (X2) presents a t-value of 2.691, also surpassing the t-table value of 1.984, with an associated significance value of 0.008 (< 0.05). Consequently, family support is likewise demonstrated to significantly influence students' entrepreneurial interest.

Table 6. F-test (ANOVA)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	645,710	2	322,855	35,336	.000 ^b
Residual	913,669	100	9,137		
Total	1559,379	102			

a. Dependent Variable: Entrepreneurial Interest
b. Predictors: (Constant), Family Support, Digital Literacy

Based on the ANOVA table, the calculated F value is 35.336, which significantly exceeds the table F value of 3.09, and the corresponding significance value is 0.000 (< 0.05). This outcome conclusively demonstrates that digital literacy and family support cumulatively exert a significant effect on the entrepreneurial interest of grade XII Office Management students at SMKN 1 Surabaya.

Table 7. Coefficient of Determination (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 ^a	0,414	0,402	3,02270

a. Predictors: (Constant), Family Support, Digital Literacy

Subsequent to the analysis, an R Square value of 0.414 was obtained. This statistic indicates that 41.4% of the observed variation in students' entrepreneurial interest can be attributed to digital literacy and family support. The remaining 58.6% of this variation is presumed to be influenced by other factors external to the variables investigated in the current research.

Discussion

The Influence of Digital Literacy on Entrepreneurial Interest

The findings of this investigation disclose that digital literacy exerts a positive and statistically significant impact on the entrepreneurial inclination of 12th-grade Office Management students attending SMK Negeri 1 Surabaya. This observation implies that students' proficiency in leveraging digital technology extends beyond mere technical aptitude, contributing also to their preparedness for and engagement in entrepreneurial endeavors. Learners who demonstrate capability in information access, digital platform utilization, and productive technological deployment typically exhibit heightened self-efficacy pertaining to business initiation.

Conceptually, digital literacy encapsulates the competence to employ technology proficiently, judiciously, creatively, and ethically, encompassing dimensions such as communication, collaborative interaction, and digital information governance (Hidayati et al., 2023; Khoiriyah et al., 2022). Within the confines of this research, the e-safety metric registered the highest score, signifying that cognizance of digital security and privacy constitutes a pivotal determinant in cultivating entrepreneurial interest. Proficiency in upholding digital security instills a perception of safety among students when utilizing technology for commercial pursuits, including social media and various other digital infrastructures (Cleopatra et al., 2022).

These empirical observations resonate with Ajzen's Theory of Planned Behavior, particularly with respect to its constructs of attitude toward behavior and perceived behavioral control. Digital literacy cultivates an affirmative disposition towards entrepreneurship and amplifies individuals' self-perception concerning their capacity to manage digitally-driven enterprises. Thus, students demonstrating elevated levels of digital literacy are inclined to manifest more robust entrepreneurial intentions.

The outcomes of the present investigation accord with prior research positing that digital literacy impacts entrepreneurial interest (Rahman, 2024; Ulfa & Suharsono, 2023; Wulandari et al., 2024). Nevertheless, this study contributes by accentuating that digital literacy operates not solely as a technical proficiency but also as a psychological antecedent that fortifies the entrepreneurial career orientation of vocational high school students. Notwithstanding this, the most influential dimension of digital literacy was not specifically identified herein, thereby providing scope for subsequent investigations.

The Influence of Family Support on Entrepreneurial Interest

The findings of the study reveal a positive and statistically significant effect of familial support on students' entrepreneurial proclivity. This implies that the domestic environment assumes a strategic function in molding students' self-assurance, motivational drive, and resolve when selecting entrepreneurship as a career option.

Familial support, as operationalized in this research, comprises emotional, appreciative, instrumental, and informational dimensions (Fitriani & Hermawan, 2024). Derived from the empirical findings, informational support was identified as the indicator yielding the preeminent score, suggesting that the provision of mentorship, counsel, and business-related intelligence substantially augments students' entrepreneurial interest. Such encouragement assists students in comprehending entrepreneurial prospects and associated risks, consequently ameliorating their preparedness for making entrepreneurial judgments.

Under the theoretical rubric of the Theory of Planned Behavior, familial support operates as a subjective norm-specifically, an individual's apprehension of social endorsement from their proximal environment. Affirmative familial backing emboldens students with a sense of encouragement in electing entrepreneurship, consequently fortifying their entrepreneurial intentions.

These findings are congruent with earlier investigations demonstrating the influence of the family milieu on entrepreneurial interest (Afriani & Novrita, 2024; Ningsih & Wahyudi, 2023; Suryawan & Dewi, 2024). Nonetheless, the current study corroborates these findings by illustrating that familial support acts not solely as a motivational impetus but also as a seminal informational conduit in shaping students' entrepreneurial cognitions. It is noteworthy, however, that this study did not delve extensively into the differential impact of each distinct modality

of familial support, representing an inherent research limitation.

The Combined Influence of Digital Literacy and Family Support on Entrepreneurial Interest

The investigation's outcomes reveal that digital literacy and familial support, when considered concomitantly, exert a significant influence on students' entrepreneurial interest. This observation implies that entrepreneurial interest is not forged by a singular determinant but rather through the interplay of endogenous and exogenous factors.

A coefficient of determination (R^2) of 0.414 signifies that digital literacy and familial support collectively explain 41.4% of the variance observed in students' entrepreneurial interest, with the residual proportion being attributable to factors external to the delineated research model. This further posits that additional variables, such as intrinsic motivation, self-efficacy, the academic environment, and vocational exposure, also contribute to this phenomenon.

From the vantage point of the Theory of Planned Behavior, digital literacy contributes to the genesis of behavioral attitude and perceived behavioral control, whereas familial support molds the subjective norm. The synergistic interplay among these three constituent elements more comprehensively strengthens students' entrepreneurial intentions.

The conclusions drawn from this study align with earlier scholarly works suggesting that digital literacy and social surroundings impact entrepreneurial interest (Cleopatra et al., 2024; Howardi Visza Adha et al., 2023; Ningsih & Wahyudi, 2023; Novita et al., 2025). Nevertheless, this investigation furnishes a novel contribution by simultaneously scrutinizing both variables within the milieu of vocational high school students, especially those enrolled in the Office Management curriculum, a research focus previously underexplored.

Nonetheless, certain constraints characterize this study, specifically the adoption of a quantitative methodology precluding in-depth exploration of students' subjective experiences, and the circumscribed research locale, confined to a singular educational institution. Consequently, future scholarly endeavors are advised to employ more heterogeneous methodologies and expansive sample parameters to enhance the generalizability of research outcomes.

CONCLUSION

The objective of this study was to scrutinize the impact of digital literacy and familial support on students' entrepreneurial interest, utilizing the theoretical lens of Icek Ajzen's Theory of Planned Behavior. The findings reveal that digital literacy and familial support individually possess a positive and statistically significant effect, and collectively exert a significant influence on students' entrepreneurial interest, thus affirming that entrepreneurial interest is a composite outcome of both endogenous and exogenous determinants. The ramifications of this investigation underscore the imperative of reinforcing digital literacy within technology-enhanced pedagogical frameworks through an emphasis on collaboration and creativity, concomitant with optimizing informative familial support in cultivating students' conviction concerning entrepreneurship as a viable career pathway. Limitations of this study pertain to its quantitative methodological orientation and circumscribed geographical purview; consequently, forthcoming research is recommended to adopt more variegated approaches and incorporate supplementary variables, including intrinsic motivation, self-efficacy, the scholastic environment, and practical work experience, to attain a more holistic comprehension of entrepreneurial interest within the contemporary digital epoch.

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