



# The Effect of Entrepreneurship Education and Digital Literacy on Entrepreneurial Behavior with Self-Efficacy as a Mediation Variable on Students of The Faculty of Economics and Business

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| Article Info  | Abstract   |
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| <b>Article History</b><br>Received: August, 2025<br>Revised: October, 2025<br>Published: November, 2025<br><br><b>Keywords:</b><br>Entrepreneurship Education,<br>Digital Literacy, Self-Efficacy,<br>Entrepreneurial Behavior, Student<br><br>Doi: <a href="http://dx.doi.org/10.23960/E3/v8.i2.152-168">http://dx.doi.org/10.23960/E3/v8.i2.152-168</a> | This study aims to analyze the influence of entrepreneurship education and digital literacy on entrepreneurial behavior, with self-efficacy as a mediating variable, among students at the Faculty of Economics and Business, Surabaya State University. This study used a quantitative approach with a questionnaire method. The study population was students of the Faculty of Economics and Business, class of 2022, who had taken Entrepreneurship courses and had entrepreneurial experience. A sample of 314 respondents was obtained through proportional random sampling. Data were collected using a questionnaire and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results showed that: (1) entrepreneurship education had a positive and significant effect on students' entrepreneurial behavior; (2) digital literacy had a positive and significant effect on entrepreneurial behavior; (3) self-efficacy had a positive and significant effect on entrepreneurial behavior; (4) entrepreneurship education influenced entrepreneurial behavior through self-efficacy; and (5) digital literacy influenced entrepreneurial behavior through self-efficacy. This study emphasizes the importance of entrepreneurship education, digital literacy, and self-efficacy in shaping students' entrepreneurial behavior. |

## INTRODUCTION

Unemployment is a serious problem facing Indonesia, caused by the mismatch between labor demand and available jobs (Frisnoiry et al., 2024). Data from the Central Statistics Agency (2024) shows that the Open Unemployment Rate in Indonesia reached 7.47 million people, out of a total workforce of 152.11 million. This condition reflects the limited job opportunities available compared to the number of job seekers, which continues to grow annually. The impact of this problem is also felt by university graduates who must face intense competition for employment. Many graduates struggle to find jobs that match their expertise, leading to an increase in educated poverty (Chalid, 2021).

The phenomenon of educated unemployment in Indonesia remains a serious problem. In August 2024, the number of unemployed university graduates in Indonesia reached 842,378 out of a total population of 7.47 million (Central Statistics Agency, 2024). This high figure is caused by an imbalance between the number of graduates and available job openings, as well as a mismatch between graduate skills and industry needs. In 2023, Ida Fauziyah, the Minister of Manpower, stated that one of the causes of rising unemployment among university graduates was the lack of alignment between universities and labor market needs (Munadziroh et al., 2023). This highlights the need for attention to the link between university curricula and the needs of the workforce. This situation demonstrates the need for strategic efforts by universities to encourage students to become not only job seekers but also job creators. Therefore, universities need to instill and foster entrepreneurial behavior among students.

Entrepreneurial behavior is a pattern of actions that reflects the ability to recognize opportunities, take risks, innovate, and manage a business independently and sustainably (Novita Nurul Islami, 2017). According to Layman (2022), entrepreneurial behavior can be defined as a series of activities carried out by entrepreneurs in identifying opportunities, taking into account the values that support their business. In addition, this behavior reflects a readiness to face risks and the ability to think creatively in developing a business. A person's behavior in entrepreneurship does not appear suddenly, but is

influenced by various factors, such as entrepreneurship education, self-efficacy, motivation, availability of capital and technological developments (Iskandar & Mulyati, 2018; Mochlasin & Krisnawati, 2016; Relente & Capistrano, 2025). These factors play a role in shaping entrepreneurial behavior, both through increasing knowledge, self-confidence, and encouragement to innovate and seize business opportunities. Therefore, developing entrepreneurial behavior requires not only theoretical understanding but also greater practical learning in the education system (Al-Ayed, 2024).

**Table 1.** Tracer Study of the Faculty of Economics and Business, State University of Surabaya in 2023

| Category                                     | Number | Percentage |
|--|--------|------------|
| Tracer Study Population                      | 663    | -          |
| Tracer Study Respondents                     | 635    | 95.78%     |
| Employed (full time/part time)               | 447    | 67.42%     |
| Unemployed                                   | 14     | 2.11%      |
| Self-employed                                | 46     | 6.94%      |
| Continuing Education                         | 14     | 2.11%      |
| Not employed but actively seeking employment | 113    | 17.04%     |

Table 1. shows that of the total 663 alumni tracer students from the Faculty of Economics and Business, State University of Surabaya, in 2023, 635 alumni, or 95.78%, completed the tracer study. Of the total population, 447 alumni (67.42%) were employed, either full-time or part-time, while 113 alumni (17.04%) were still seeking employment.

In terms of career choices, the majority of alumni preferred employment over entrepreneurship. Only 46 alumni (6.94%) were self-employed, while 14 alumni (2.11%) continued their education to a higher level. Overall, alumni behavior showed a stronger tendency to enter the workforce as employees rather than starting their own businesses. This is reflected in the low number of alumni choosing entrepreneurship compared to those seeking permanent employment or continuing their studies.

Entrepreneurship is not just about building a business, but also about developing a creative, innovative, and solution-oriented mindset. According to Saragih (2017), entrepreneurship is the ability to produce something new and unique through creative thinking and innovative actions, by creating opportunities. Entrepreneurship is often associated with innovation, job creation, and business creation due to its role in creating opportunities that support economic growth. This is supported by research conducted by Wolango et al. (2022), which shows a positive relationship between entrepreneurial activity and economic growth. Therefore, the concept of entrepreneurship needs to be integrated into the educational curriculum through entrepreneurship education. This step is a strategic approach that can be taken to encourage the participation of the younger generation in the business world through cognitive aspects (Hasan, 2020).

Entrepreneurship education has been implemented in the curriculum at various levels of education, from junior high school to university, to provide understanding and develop entrepreneurial character from an early age. Surabaya State University, as an educational institution, plays an active role in supporting economic development through innovative programs, including entrepreneurship education. According to Sirait & Setyoningrum (2022), entrepreneurship education is a learning and training process aimed at shaping individual attitudes, behaviors, values, or intentions towards the concept of independent entrepreneurship as a viable career within society. Furthermore, according to do Paço et al. (2015), effective entrepreneurship education can help someone gain the knowledge and skills necessary to create and develop a business. This program is designed to equip students with the knowledge and practical skills to prepare them to become creative, innovative young entrepreneurs who contribute to the future economy.

Entrepreneurial behavior cannot be measured solely by interest or intention; it must also encompass concrete actions in starting and developing a business. Low self-confidence in facing business challenges is a factor that prevents students from fully embracing entrepreneurial decisions. Furthermore, many students prefer professions with a steady income after graduation, such as teaching, bank employees, or civil servants, which are considered more stable and offer a guaranteed monthly salary. Therefore, developing entrepreneurial behavior requires more than just an understanding of entrepreneurial

theory. Students also need to have strong convictions and be able to adapt to technological developments to be better prepared for the business world.

Technological developments impact various sectors, including the business world. Therefore, students need to possess digital literacy to adapt to technological developments. Digital literacy is a life skill that encompasses not only the ability to use technology, information, and communication, but also social and learning skills, as well as critical, creative, and inspiring thinking in the digital realm (Hidayati et al., 2023). Similarly, Bahri et al. (2021) define digital literacy as a person's ability to effectively utilize digital technology to generate data, communicate, collaborate, and access and evaluate information. Therefore, every individual needs to possess digital media literacy. With proficiency in operating digital devices, a person can develop into an entrepreneur. Utilizing digital platforms and social media as a marketing tool is a strategic first step for students entering the business world, both online and offline (Nayak et al., 2025). Students with good digital literacy will be more innovative in marketing products developed through social media, without the need to own or rent space or incur large marketing costs.

A factor that influences entrepreneurial behavior is self-efficacy. A person's belief or confidence in their ability to achieve success, known as self-efficacy, plays a crucial role in shaping students' entrepreneurial behavior. Self-efficacy is a strong belief that one has the ability to achieve desired goals (Meirani & Lestari, 2022). Self-confidence is crucial in running a business because when someone is confident in their abilities, the chances of success are greater. Conversely, if someone lacks confidence in their abilities, the chances of success are very small and can even lead to failure. Furthermore, according to Putry et al. (2020), self-efficacy is an individual's belief in their ability to succeed in a task, including entrepreneurship. Self-efficacy plays a role in shaping a person's entrepreneurial behavior because confidence in their abilities will encourage students to take initiative, face challenges, and run a business with confidence.

Previous research conducted by Cahyaningrum & Susanti (2021) and Riani & Almujaab (2019) showed that entrepreneurship education influences entrepreneurial behavior. Furthermore, Islami (2019) and Dewi & Susanti (2021) showed that digital literacy influences entrepreneurial behavior. However, not all studies show consistent results regarding the factors that support entrepreneurial behavior. For example, research by Prabawati & Susanti (2019) showed no influence between entrepreneurship education and entrepreneurial behavior. Furthermore, research conducted by Yuniar & Subroto (2024) showed no influence between digital literacy and entrepreneurial behavior. Likewise, research conducted by Islami (2017) showed no influence of self-efficacy on entrepreneurial behavior.

The novelty of this research is that many previous studies focused more on entrepreneurial intentions than entrepreneurial behavior. For example, Mulyati (2023) examined how entrepreneurship education and digital literacy influence entrepreneurial intentions, but did not examine whether individuals actually started entrepreneurship. Furthermore, some studies used mediating variables such as self-efficacy in entrepreneurial intentions (Setiawan et al., 2024), but few have highlighted the role of self-efficacy in linking entrepreneurship education, digital literacy, and entrepreneurial behavior. Yet, self-efficacy plays a crucial role in shaping one's confidence to actually enter the business world. Therefore, this study seeks to fill this gap by examining how entrepreneurship education and digital literacy not only shape intentions but also actually motivate individuals to become entrepreneurs, with self-efficacy acting as a bridge in this process.

## **METHODS**

This research employed a quantitative correlational design to analyze the relationships among entrepreneurship education, digital literacy, self-efficacy, and entrepreneurial behavior. Research Setting and Period. The study was conducted at the Faculty of Economics and Business, Universitas Negeri Surabaya, from March to May 2025.

The population comprised undergraduate students of the 2022 cohort who had completed the Entrepreneurship course and had prior entrepreneurial experience. Using Slovin's formula with a margin of error of 5%, a total of 314 respondents were selected through proportional random sampling to ensure proportional representation across study programs.

Primary data were collected using a structured questionnaire based on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The constructs measured included entrepreneurship education

(10 indicators), digital literacy (9 indicators), self-efficacy (7 indicators), and entrepreneurial behavior (10 indicators), which were adapted from validated instruments in prior studies. Content validity was ensured through expert review, and construct validity and reliability were assessed through Average Variance Extracted (AVE) and Composite Reliability (CR).

The questionnaire was distributed online and offline to the targeted respondents. Prior to the main survey, a pilot test was conducted to assess clarity and reliability of the instrument. The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4 software. The analysis involved: (1) measurement model assessment (validity and reliability testing), (2) structural model assessment (path coefficients,  $R^2$ ,  $Q^2$ , and model fit), and (3) hypothesis testing for both direct and mediated effects.

## RESULTS AND DISCUSSION

### A. Result

#### Validity dan Reliability Test

Validity testing was conducted on four variables: Entrepreneurship Education, Digital Literacy, Self-Efficacy, and Entrepreneurial Behavior, using 34 respondents from various majors using SPSS 25. The instrument was declared valid if the calculated  $r$  value was greater than the table  $r$  value (0.338) and significant value was less than 0.05. The results showed that all items in the Entrepreneurship Education variable were valid, while 3 items were invalid for Digital Literacy (remaining 9 items), 1 item was invalid for Self-Efficacy (remaining 7 items), and 2 items were invalid for Entrepreneurial Behavior (remaining 10 items).

Reliability testing using Cronbach's Alpha showed that all variables had values greater than 0.60, thus declaring the questionnaire reliable and suitable for use as a research measurement tool.

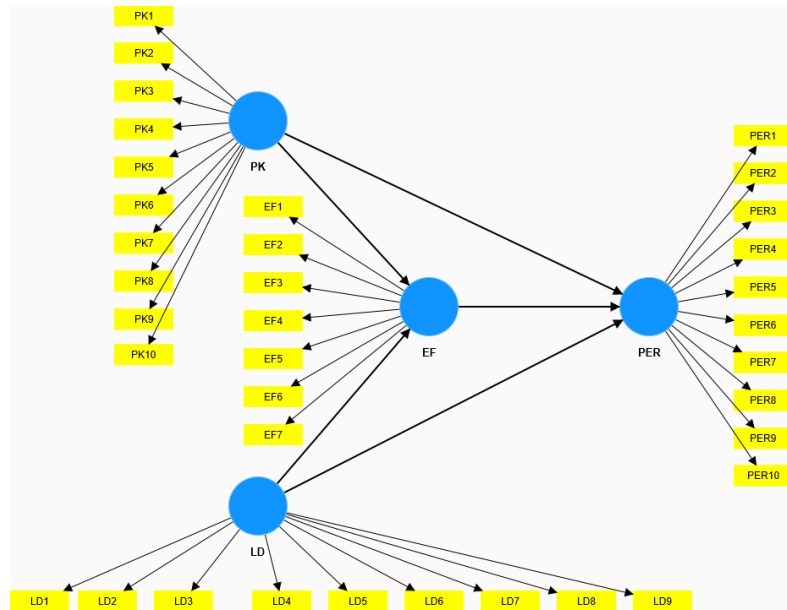
**Table 2.** Reliability Test Results

| Variable                   | Cronbach's Alpha | Reliability Standard | Description |
|----------------------------|------------------|----------------------|-------------|
| Entrepreneurship Education | 0.775            | 0.60                 | Reliable    |
| Digital Literacy           | 0.737            | 0.60                 | Reliable    |
| Self-Efficacy              | 0.611            | 0.60                 | Reliable    |
| Entrepreneurial Behavior   | 0.736            | 0.60                 | Reliable    |

#### Data Description Analysis

This study used the 2022 intake of students from the Faculty of Economics and Business, Surabaya State University, majoring in Economics Education, Management, Accounting, and Economics. All respondents were students from that intake. The study was conducted in April 2025. The initial data collection phase involved distributing a questionnaire using Google Forms. A pilot test was conducted with 34 respondents to test the validity and reliability of the questionnaires.

After the pilot test was completed, the questionnaire was distributed by establishing WhatsApp groups in each class to facilitate distribution and data collection. The questionnaire link was distributed to the class leaders of each department, who then forwarded it to all students through the class WhatsApp group. A total of 320 students successfully completed the questionnaire. However, based on the established sampling formula, 314 were used in the data analysis. The following is a list of respondents who participated in this study. In the SEM-PLS Model specifications which consist of the Outer Model (outer model) and the Inner Model (structural model), the following are the results of the model specifications:



**Figure 1. Model Specifications**

## Outer Model Analysis

In this study, the outer model test consists of convergent validity and composite reliability which aim to test the validity between variables.

### 1) Discriminant Validity Test

The result of the discriminant validity test are seen through the following cross-loading.

**Table 3. Results of Discriminant Validity Test**

|                                   | X <sub>1</sub> | X <sub>2</sub> | M     | Y     |                                 | X <sub>1</sub> | X <sub>2</sub> | M     | Y     |
|-----------------------------------|----------------|----------------|-------|-------|---------------------------------|----------------|----------------|-------|-------|
| <b>Entrepreneurship Education</b> |                |                |       |       | <b>Digital Literacy</b>         |                |                |       |       |
| X <sub>1.1</sub>                  | 0.844          | 0.508          | 0.369 | 0.475 | X <sub>2.1</sub>                | 0.515          | 0.767          | 0.316 | 0.421 |
| X <sub>1.2</sub>                  | 0.757          | 0.506          | 0.293 | 0.412 | X <sub>2.2</sub>                | 0.476          | 0.754          | 0.350 | 0.398 |
| X <sub>1.3</sub>                  | 0.771          | 0.517          | 0.386 | 0.534 | X <sub>2.3</sub>                | 0.523          | 0.785          | 0.392 | 0.502 |
| X <sub>1.4</sub>                  | 0.800          | 0.524          | 0.371 | 0.467 | X <sub>2.4</sub>                | 0.518          | 0.792          | 0.374 | 0.498 |
| X <sub>1.5</sub>                  | 0.792          | 0.560          | 0.370 | 0.512 | X <sub>2.5</sub>                | 0.528          | 0.781          | 0.389 | 0.506 |
| X <sub>1.6</sub>                  | 0.762          | 0.442          | 0.331 | 0.415 | X <sub>2.6</sub>                | 0.537          | 0.788          | 0.389 | 0.446 |
| X <sub>1.7</sub>                  | 0.780          | 0.551          | 0.416 | 0.486 | X <sub>2.7</sub>                | 0.499          | 0.802          | 0.343 | 0.452 |
| X <sub>1.8</sub>                  | 0.781          | 0.472          | 0.286 | 0.432 | X <sub>2.8</sub>                | 0.490          | 0.818          | 0.377 | 0.449 |
| X <sub>1.9</sub>                  | 0.863          | 0.518          | 0.353 | 0.476 | X <sub>2.9</sub>                | 0.536          | 0.833          | 0.401 | 0.503 |
| X <sub>1.10</sub>                 | 0.844          | 0.508          | 0.369 | 0.475 | <b>Entrepreneurial Behavior</b> |                |                |       |       |
| <b>Self-Efficacy</b>              |                |                |       |       | Y <sub>1.1</sub>                | 0.479          | 0.505          | 0.505 | 0.773 |
| Z <sub>1.1</sub>                  | 0.376          | 0.388          | 0.801 | 0.376 | Y <sub>1.10</sub>               | 0.507          | 0.512          | 0.538 | 0.879 |
| Z <sub>1.2</sub>                  | 0.218          | 0.178          | 0.731 | 0.218 | Y <sub>1.2</sub>                | 0.401          | 0.353          | 0.442 | 0.728 |
| Z <sub>1.3</sub>                  | 0.468          | 0.455          | 0.833 | 0.468 | Y <sub>1.3</sub>                | 0.514          | 0.487          | 0.615 | 0.798 |
| Z <sub>1.4</sub>                  | 0.297          | 0.278          | 0.760 | 0.297 | Y <sub>1.4</sub>                | 0.515          | 0.507          | 0.486 | 0.794 |
| Z <sub>1.5</sub>                  | 0.365          | 0.436          | 0.807 | 0.365 | Y <sub>1.5</sub>                | 0.490          | 0.456          | 0.481 | 0.788 |
| Z <sub>1.6</sub>                  | 0.329          | 0.383          | 0.837 | 0.329 | Y <sub>1.6</sub>                | 0.428          | 0.479          | 0.486 | 0.791 |
| Z <sub>1.7</sub>                  | 0.390          | 0.419          | 0.857 | 0.390 | Y <sub>1.7</sub>                | 0.492          | 0.483          | 0.436 | 0.799 |
|                                   |                |                |       |       | Y <sub>1.8</sub>                | 0.486          | 0.460          | 0.507 | 0.834 |
|                                   |                |                |       |       | Y <sub>1.9</sub>                | 0.433          | 0.445          | 0.455 | 0.805 |

Based on Table 3, it shows the Cross Loadings for each indicator, in each indicator each variable has a value > 0.70 which will be declared valid.

### 2) Convergent Validity Testing

The results of the convergence test are seen through the outer loading values as follows:

**Table 4.** Convergent Validity Test Results

| Indicator                         | Outer Loading | Description | Indicator                       | Outer Loading | Description |
|-----------------------------------|---------------|-------------|---------------------------------|---------------|-------------|
| <b>Entrepreneurship Education</b> |               |             | <b>Digital Literacy</b>         |               |             |
| X <sub>1.1</sub>                  | 0.767         | Valid       | X <sub>2.1</sub>                | 0.785         | Valid       |
| X <sub>1.2</sub>                  | 0.767         | Valid       | X <sub>2.2</sub>                | 0.761         | Valid       |
| X <sub>1.3</sub>                  | 0.780         | Valid       | X <sub>2.3</sub>                | 0.792         | Valid       |
| X <sub>1.4</sub>                  | 0.808         | Valid       | X <sub>2.4</sub>                | 0.804         | Valid       |
| X <sub>1.5</sub>                  | 0.800         | Valid       | X <sub>2.5</sub>                | 0.793         | Valid       |
| X <sub>1.6</sub>                  | 0.767         | Valid       | X <sub>2.6</sub>                | 0.798         | Valid       |
| X <sub>1.7</sub>                  | 0.792         | Valid       | X <sub>2.7</sub>                | 0.813         | Valid       |
| X <sub>1.8</sub>                  | 0.791         | Valid       | X <sub>2.8</sub>                | 0.821         | Valid       |
| X <sub>1.9</sub>                  | 0.862         | Valid       | X <sub>2.9</sub>                | 0.841         | Valid       |
| X <sub>1.10</sub>                 | 0.852         | Valid       | <b>Entrepreneurial Behavior</b> |               |             |
| <b>Self-Efficacy</b>              |               |             | Y <sub>1.1</sub>                | 0.786         | Valid       |
| Z <sub>1.1</sub>                  | 0.807         | Valid       | Y <sub>1.10</sub>               | 0.878         | Valid       |
| Z <sub>1.2</sub>                  | 0.743         | Valid       | Y <sub>1.2</sub>                | 0.729         | Valid       |
| Z <sub>1.3</sub>                  | 0.838         | Valid       | Y <sub>1.3</sub>                | 0.805         | Valid       |
| Z <sub>1.4</sub>                  | 0.767         | Valid       | Y <sub>1.4</sub>                | 0.798         | Valid       |
| Z <sub>1.5</sub>                  | 0.812         | Valid       | Y <sub>1.5</sub>                | 0.792         | Valid       |
| Z <sub>1.6</sub>                  | 0.842         | Valid       | Y <sub>1.6</sub>                | 0.792         | Valid       |
| Z <sub>1.7</sub>                  | 0.864         | Valid       | Y <sub>1.7</sub>                | 0.808         | Valid       |
|                                   |               |             | Y <sub>1.8</sub>                | 0.832         | Valid       |
|                                   |               |             | Y <sub>1.9</sub>                | 0.814         | Valid       |

Based on **Table 4.**, the results of the Convergent Validity Test indicate that all statements in each indicator are declared valid if the outer loading value is >0.70.

Convergent validity testing can also be performed using Average Variance Extracted (AVE). The following are the results of the convergent validity test using Average Variance Extracted (AVE).

**Table 5.** Average Variance Extracted (AVE) Results

| Variable                                     | Average Variance Extracted (AVE) | Description |
|--|----------------------------------|-------------|
| Entrepreneurship Education (X <sub>1</sub> ) | 0.648                            | Valid       |
| Digital Literacy (X <sub>2</sub> )           | 0.627                            | Valid       |
| Self-Efficacy (M)                            | 0.640                            | Valid       |
| Entrepreneurial Behavior (Y)                 | 0.626                            | Valid       |

The results of convergent validity testing indicate that the AVE values for all constructs are above 0.50, namely 0.848 for Self-Efficacy (EF), 0.827 for Digital Literacy (LD), 0.840 for Entrepreneurial Behavior (PER), and 0.826 for Entrepreneurship Education (PK). Thus, all constructs in this research model meet the convergent validity criteria because they are able to explain more than 50% of the variance of their indicators.

### 3) Composite Reliability Testing

Composite reliability is used to evaluate the internal consistency of the indicators used to measure a construct, thus indicating the extent to which the indicators consistently reflect the intended latent variable. The following are the results of the reliability test.

**Table 6.** Reliability Test Results

| Variable                   | Cronbach's Alpha | Composite Reliability rho_A | Composite Reliability (rho_c) | Description |
|----------------------------|------------------|-----------------------------|-------------------------------|-------------|
| Entrepreneurship Education | 0.937            | 0.939                       | 0.946                         | Reliable    |
| Digital Literacy           | 0.930            | 0.931                       | 0.942                         | Reliable    |
| Self-Efficacy              | 0.914            | 0.927                       | 0.931                         | Reliable    |
| Entrepreneurial Behavior   | 0.939            | 0.941                       | 0.948                         | Reliable    |

The composite reliability value and Cronbach's alpha value are declared fulfilled if  $> 0.70$ . Based on the results of the reliability test table, any value greater than  $> 0.70$  is declared fulfilled.

## Inner Model Analysis

### 1) R-Square Test Results

The test results show that the Adjusted R-Square value of the Entrepreneurial Behavior variable is 55.5%, meaning the model is able to explain 55.5% of entrepreneurial behavior. Meanwhile, the Self-Efficacy variable has an Adjusted R-Square value of 28.4%, indicating the model is able to explain 28.4% of self-efficacy. Therefore, it can be said that the Entrepreneurial Behavior variable has a strong prediction, while Self-Efficacy has a weak prediction

**Table 7.** R-Square Test Results

| Variable                     | R Square | R Square Adjusted |
|------------------------------|----------|-------------------|
| Entrepreneurial Behavior (Y) | 0.559    | 0.555             |
| Self-Efficacy (M)            | 0.289    | 0.284             |

### 2) Q2 Testing Results (Predictive Relevance)

Based on the results of the Q2 test of the data, it can be stated that the observation value obtained is good, because  $Q2 > 0$ .

**Table 8.** Q2 Testing Results

| Variabel                     | Q2 (Predictive Relevance) |
|------------------------------|---------------------------|
| Self-Efficacy (M)            | 0.271                     |
| Entrepreneurial Behavior (Y) | 0.426                     |

### 3) Model Fit Test Results

Based on the results of the model fit test, the ASMR was  $0.056 < 0.10$ , which stated that the research model was acceptable.

**Table 9.** Model Fit Test Results

|      | Saturated Model | Estimated Model |
|------|-----------------|-----------------|
| SRMR | 0.056           | 0.056           |
| NFI  | 0.832           | 0.832           |

### 4) Hypothesis test results

#### Direct Influence

Based on the p-value, in hypothesis testing, the relationship between research variables is considered significant if the p-value is  $< 0.05$ .

**Table 10.** Direct Influence

| Relationship between Variables | T-statistic (0/STDEV) | p-value | Description |
|--------------------------------|-----------------------|---------|-------------|
| X1→Y                           | 2.864                 | 0.004   | Significant |
| X2→Y                           | 2.561                 | 0.010   | Significant |
| X1→M                           | 2.859                 | 0.004   | Significant |
| X2→M                           | 3.567                 | 0.000   | Significant |
| M→Y                            | 5.571                 | 0.000   | Significant |

#### Indirect Influence

An indirect effect in path analysis or structural equation modeling (SEM) is the effect of an independent variable on a dependent variable through one or more mediator variables. This indirect effect shows how one variable indirectly influences another through specific pathways in the model.

**Table 11.** Indirect Influence

| Relationship between Variables | T-statistic (0/STDEV) | p-value | Description |
|--------------------------------|-----------------------|---------|-------------|
| X1→M→Y                         | 3.230                 | 0.001   | Significant |
| X2→M→Y                         | 2.720                 | 0.005   | Significant |

Based on the results of specific indirect effects on the SmartPLS 4 output, it was found that the indirect effect of Entrepreneurship Education on Entrepreneurial Behavior through Self-Efficacy showed a t-statistic value of  $2,720 > 1.96$  and a p-value of  $0.005 < 0.05$ . This indicates that Self-Efficacy significantly mediates the relationship between Entrepreneurship Education and Entrepreneurial Behavior. Furthermore, the indirect effect of Digital Literacy on Entrepreneurial Behavior through Self-Efficacy also showed significant results, with a t-statistic value of  $3,230 > 1.96$  and a p-value of  $0.001 < 0.05$ . Thus, Self-Efficacy also significantly mediates the relationship between Digital Literacy and Entrepreneurial Behavior.

## **B. Discussion**

### **The Influence of Entrepreneurship Education on Entrepreneurial Behavior**

The results of this study indicate that entrepreneurship education has a positive and significant influence on students' entrepreneurial behavior, as evidenced by a p-value of  $0.004 (<0.05)$ . This finding indicates that the better the entrepreneurship education students receive, the higher their tendency to demonstrate entrepreneurial behavior. Intensive entrepreneurship education has been shown to improve conceptual understanding, foster motivation, and foster the courage to start and manage a business.

Theoretically, these results align with the Theory of Planned Behavior (Ajzen, 1991), which states that an individual's intention to engage in a behavior is influenced by three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control. In this context, entrepreneurship education plays a crucial role in shaping attitudes toward behavior, namely students' positive attitudes toward the world of entrepreneurship. Furthermore, entrepreneurship education also improves perceived behavioral control, namely students' perceptions of their ability to run a business. Students equipped with knowledge, skills, and practical experience feel better prepared and capable of facing the challenges of the business world, thus increasing their confidence in taking concrete action in entrepreneurship.

These findings are supported by several previous studies. Research conducted by Riani & Almujaab (2019) showed that entrepreneurship education significantly influenced the entrepreneurial behavior of students in the Economics Education Study Program at Pasundan University, Bandung. Similarly, a study by Alakaleek et al. (2023) found that after taking an introductory entrepreneurship course, students showed significant improvements in entrepreneurial behavior, particularly in aspects of production, innovation, and business management. Research by Cui & Bell (2022) further supports these findings, stating that entrepreneurship education can be a key driver in encouraging students to take concrete steps in the business world.

At the Faculty of Economics and Business, Surabaya State University (FEB Unesa), entrepreneurship education is implemented comprehensively through a theoretical and practical learning approach. Entrepreneurship theory courses provide a foundation of knowledge regarding basic entrepreneurial concepts, including business proposal development and marketing strategies through social media. Meanwhile, entrepreneurship practice courses provide students with the opportunity to experience firsthand the process of running a business, from production to product marketing. This combination of theory and practice not only enriches students' knowledge but also increases their confidence and readiness to start their own businesses.

### **The Influence of Digital Literacy on Entrepreneurial Behavior**

The results of this study indicate that digital literacy has a positive and significant influence on students' entrepreneurial behavior, with a p-value of  $0.010 (<0.05)$ . This indicates that students with good digital literacy tend to be better able to recognize, respond to, and exploit technology-based business opportunities. These capabilities include mastery of various digital platforms, online



marketing skills, the use of social media for promotion, and the use of technology for business operational efficiency.

Theoretically, these results support the Theory of Planned Behavior framework (Ajzen, 1991), particularly in terms of perceived behavioral control, which is the extent to which an individual feels capable of carrying out an action. Students with good digital literacy tend to have higher self-confidence and feel more capable of running a digital business. This not only strengthens entrepreneurial intentions but also encourages their actualization in the form of real entrepreneurial behavior.

This research is supported by the findings of Ip (2024), who stated that individuals with high digital literacy are better able to use technology to support their business activities, including digital marketing, data-driven market analysis, and social networking through digital media. Similarly, a study by Moorthy & Sahid (2022) confirmed that digital literacy significantly contributes to students' interest, positive attitudes, and self-control in starting and running a business. This means that the greater the digital understanding and skills students possess, the stronger their tendency to engage in entrepreneurial activities.

Digital literacy also contributes to critical thinking, innovation, and adaptive skills in the face of dynamic technological developments. Digitally literate students are not only able to operate technology but also utilize it to develop relevant and competitive business strategies in the digital era. They are better prepared to face the challenges of a constantly changing market and are more agile in seizing new business opportunities arising from technological advancements. Thus, it can be concluded that digital literacy is a crucial factor in encouraging entrepreneurial behavior among students. Digital literacy is not only a supporting skill but also a crucial foundation that enables students to innovate, adapt, and compete in the growing digital entrepreneurship ecosystem.

### **The Influence of Entrepreneurship Education on Self-Efficacy**

Entrepreneurship education has been shown to have a positive effect on self-efficacy, as indicated by a p-value of  $0.000 < 0.05$ . These results indicate that the better the entrepreneurship education students receive, the better their confidence in their abilities to face entrepreneurial challenges. In this case, students of the Faculty of Economics and Business gain theoretical knowledge as well as practical skills in planning, starting, and managing a business. In addition, direct experience gained through various entrepreneurial activities, such as entrepreneurship training and holding bazaars, provides opportunities for students to face challenges and find solutions to real-life problems.

These results align with research conducted by Chandra & Budiono (2019), which shows that entrepreneurship education plays a role in improving students' self-efficacy. This learning process gradually builds students' confidence in their abilities to navigate the dynamics of the business world. Furthermore, entrepreneurship education can create a supportive learning environment, facilitate interactions with lecturers and successful entrepreneurs, and foster a creative and innovative mindset. Other research conducted by Hapuk et al. (2020) revealed that entrepreneurship education has a positive effect on self-efficacy. Entrepreneurship education provides the knowledge, skills, and practical experience needed to identify business opportunities, plan businesses, and face entrepreneurial challenges. This learning process not only develops cognitive aspects but also builds students' confidence in their ability to manage risks and make decisions.

According to the Theory of Planned Behavior (Ajzen, 1991), entrepreneurial behavior is influenced by attitudes toward the behavior, subjective norms, and perceived behavioral control. Perceived behavioral control is related to self-efficacy, which is a person's belief in their ability to control the actions necessary to achieve a goal. Entrepreneurship education plays a role in perceived behavioral control by providing knowledge, skills, and practical experience in entrepreneurship. With higher self-efficacy, a person will feel more capable of facing risks, managing a business, and making decisions, which ultimately encourages them to engage in entrepreneurial behavior.

### **The Influence of Digital Literacy on Self-Efficacy**

The results of the study showed that digital literacy had a positive influence on self-efficacy with a p-value of  $0.000 < 0.05$ . This indicates that the higher the digital literacy skills possessed by students, the greater their confidence in their abilities to plan and complete learning tasks.

These results align with research conducted by Amin et al. (2023), which shows that digital literacy skills have been shown to have a positive effect on student self-efficacy. Digital literacy will provide students with the ease of accessing, evaluating, and processing information effectively through digital media, thereby increasing their confidence in planning and carrying out assignments. Other research conducted by Florentina et al. (2025), shows that digital literacy has a positive and significant influence on student self-efficacy. Digital literacy not only expands access to and understanding of information but also builds individual confidence in their ability to manage the technical and strategic aspects of digital entrepreneurship.

Thus, mastery of digital literacy not only broadens students' horizons but also forms a positive perception of their own capacity, which ultimately increases their readiness and self-confidence in facing various academic and non-academic challenges.

### **The Influence of Self-Efficacy on Entrepreneurial Behavior**

Self-efficacy has been shown to have a positive effect on entrepreneurial behavior, as indicated by a p-value of  $0.000 < 0.05$ . Students with high confidence in their abilities are more likely to take risks, make business decisions, and manage challenges in entrepreneurship. This confidence encourages them to be more confident in starting and running business activities, which ultimately increases entrepreneurial behavior. These results indicate that the better a student's self-efficacy, the better their tendency to behave entrepreneurially.

These results are supported by research conducted by Prabhawati & Susanti (2019), which showed that self-efficacy significantly influences entrepreneurial behavior. This suggests that an individual's belief in their own ability to manage a business can increase their propensity to engage in entrepreneurial activity.

Other research also shows that self-efficacy has a significant influence on entrepreneurial behavior because it increases individual confidence in running a business, encourages risk-taking, and strengthens resilience and persistence when facing challenges (Nwibe & Ogbuanya, 2024). Furthermore, research conducted by Owunna et al. (2024) shows that the influence of self-efficacy on entrepreneurial behavior is positive and significant. This means that the higher the level of self-confidence of students in their ability to carry out entrepreneurial activities, the more likely they are to engage in entrepreneurial behavior. This self-efficacy increases motivation, resilience, and confidence in overcoming challenges faced during the entrepreneurial process.

These results align with the Theory of Planned Behavior (TPB), particularly regarding perceived behavioral control, which measures how capable a person feels of controlling or carrying out an action. In this context, self-efficacy reflects students' belief in their own abilities, including facing challenges when starting or running a business. If students feel confident in their abilities, they will be more motivated to actively engage in entrepreneurial activities.

This research aligns with Bandura's theory, which states that self-efficacy can influence a person's choice of actions, level of effort, persistence, and emotional response to difficult situations (Rustika, 2016). Therefore, students with high self-efficacy tend to be more prepared and confident in starting and managing their own businesses, thus demonstrating stronger entrepreneurial behavior.

### **The Influence of Entrepreneurship Education on Entrepreneurial Behavior Mediated by Self-Efficacy**

Based on the results of specific indirect effects, it is known that Entrepreneurship Education has a significant influence on Entrepreneurial Behavior through Self-Efficacy. This is evidenced by the t-statistic value of  $2.831 > 1.96$  and p-value of  $0.005 < 0.05$ , indicating that the indirect effect is statistically significant. Self-efficacy has been shown to mediate the relationship between Entrepreneurship Education and Entrepreneurial Behavior. This means that students who receive entrepreneurship education tend to have higher levels of self-efficacy, and this self-confidence then drives them to engage in entrepreneurial behavior. These results indicate that entrepreneurship education not only has a direct effect but also influences entrepreneurial behavior by increasing self-confidence.

Previous research conducted by Cai et al. (2021) showed that self-efficacy acts as a partial mediator in the relationship between entrepreneurship education and entrepreneurial behavior, which emphasizes the importance of developing self-confidence in enhancing entrepreneurial behavior. This supports the idea that increasing self-efficacy through education and other environmental factors can directly and indirectly motivate individuals to engage in entrepreneurial activities. Another study conducted by Ouni & Boujelbene (2023) showed that self-efficacy partially mediates the relationship between entrepreneurship education and entrepreneurial behavior. It can be said that entrepreneurship education not only directly impacts the formation of entrepreneurial behavior but also through increasing an individual's confidence in their ability to carry out entrepreneurial activities. Self-efficacy as a partial mediator supports the effect of entrepreneurship education, so the higher a person's self-efficacy, the greater the chance of developing entrepreneurial behavior as a result of the education received.

These results reinforce the position of self-efficacy as a crucial aspect in shaping perceived behavioral control in the Theory of Planned Behavior (TPB) (Ajzen, 1991). Through entrepreneurship education, students not only gain knowledge and skills but also experience increased confidence in their abilities. This self-confidence then motivates them to be more confident and prepared to take concrete action in entrepreneurship. The results of this study indicate that entrepreneurship education not only provides knowledge and skills but also strengthens students' self-confidence in facing entrepreneurial challenges. Therefore, self-efficacy motivates students to be more willing to take risks, innovate, and persevere in the face of challenges in the business world.

### **The Influence of Digital Literacy on Entrepreneurial Behavior Mediated by Self-Efficacy**

Based on the results of specific indirect effects, it was found that Digital Literacy has a significant effect on Entrepreneurial Behavior through Self-Efficacy. This is evidenced by the t-statistic value of  $3.464 > 1.96$  and p-value of  $0.001 < 0.05$ , which indicates that Self-Efficacy is proven to mediate the relationship between Digital Literacy and Entrepreneurial Behavior. Students who have good digital literacy will be more confident in utilizing technology to support entrepreneurial activities. This self-confidence encourages them to act more actively, innovatively, and boldly make decisions in running a business. In other words, good digital literacy not only provides technical knowledge but also strengthens students' self-confidence in entrepreneurship. It can be said that the better the digital literacy a student has, the better their self-efficacy will be in facing entrepreneurial challenges, which in turn encourages them to demonstrate entrepreneurial behavior.

These results support the Theory of Planned Behavior (TPB), which states that self-efficacy (confidence in one's own abilities) is part of perceived behavioral control, namely a person's belief in their ability to perform a task (Ajzen, 1991). In this case, high digital literacy makes students feel more capable and confident in using technology to run a business. This self-confidence is what connects digital skills and concrete actions in entrepreneurship.

This research aligns with that conducted by Darmanto et al. (2023), which shows that digital literacy has a positive and significant influence on entrepreneurial behavior, both directly and through self-efficacy as a mediating variable. Furthermore, this study confirms that increased digital literacy

significantly increases self-confidence (self-efficacy), which then encourages them to behave more actively in digital entrepreneurship. Another study conducted by Yuniar & Subroto (2024), shows that digital literacy influences entrepreneurial behavior indirectly through self-efficacy. The ability to use technology and information effectively increases students' self-confidence (self-efficacy), which then encourages them to dare to start and engage in entrepreneurial activities.

## CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

Based on the results of data analysis and discussion, this study concludes that Entrepreneurship Education, Digital Literacy, and Self-Efficacy each have a significant influence on students' Entrepreneurial Behavior. The better the entrepreneurship education received, the higher the tendency of students to demonstrate entrepreneurial behavior. Similarly, a good level of digital literacy encourages greater involvement in entrepreneurial activities. High self-efficacy makes students more confident, resilient, and proactive in running a business. In addition, self-efficacy is proven to partially mediate the effect of entrepreneurship education and digital literacy on entrepreneurial behavior, so that good education and digital literacy will increase self-efficacy, which ultimately encourages entrepreneurial behavior.

### B. Suggestion

Based on these conclusions, the researchers recommend that universities improve digital literacy training within their entrepreneurship curricula and collaborate with digital marketing practitioners to adapt to technological developments. Furthermore, universities are expected to encourage student participation in entrepreneurship competitions to strengthen their confidence in running a business. For future research, it is recommended to expand the scope of the study to other universities and add other variables, such as venture capital and entrepreneurial mentoring, to enrich the research model.

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