Forum for University Scholars in Interdisciplinary Opportunities and Networking
Graduate School, Universitas Terbuka
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The impact of digital technology integration in entrepreneurship program on entrepreneurial interests of IBI Kosgoro 1957 students

Rudi Laksono[a], Dyah Utami Dewi[b]
[a]Institut Bisnis & Informatika Kosgoro 1957 Jakarta, Jakarta, Indonesia, rlaksono29@gmail.com
[b]Institut Bisnis & Informatika Kosgoro 1957 Jakarta, Jakarta, Indonesia

Abstract
This study aims to determine the effect of digital literacy, digital marketing, and self-affirmation on the entrepreneurial interest of IBI Kosgoro 1957 students. Digital technology has become an important component in the development of modern entrepreneurship, and its utilization is expected to increase students' interest and readiness in starting their own businesses. The research method used is a quantitative survey using a questionnaire distributed to students involved in the entrepreneurship program on campus. The data obtained were 100 active students as samples. The results show that the Digital Literacy variable has a t-value (1.436 <1.984) and a significant value of 0.154> 0.05, which means that there is no positive and significant effect on the entrepreneurial interest variable partially. The Digital Marketing variable has a t-value (2.380> 1.984) and a significant value of 0.019 <0.05, which means that there is a positive and significant effect on the entrepreneurial interest variable partially. The Self-Efficacy variable has a t-value (2.326> 1.984) and a significant value of 0.022 <0.05, which means that there is a positive and significant influence on the variable of interest in entrepreneurship partially, while simultaneously or together the value of the variables of Digital Literacy, Digital Marketing and Self-Efficacy f-value (44.270> 2.70) with a significant value of 0.00 <0.05, which means that there is a positive and significant influence on the variable of interest in entrepreneurship. The practical implication of this finding is the need for increased investment in digital technology and digital skills training as part of the entrepreneurship curriculum to maximize the entrepreneurial potential of students.

Keywords:
Digital Technology; Entrepreneurship; Interest in Entrepreneurship

1. Introduction

The digital era has undeniably altered the landscape of entrepreneurship globally (Ughetto et al., 2020). With the advancement of technology, the ways in which businesses are created, marketed, and operated have evolved dramatically. Digital transformation, encompassing the integration of digital tools, technologies, and strategies into business operations, has become a critical factor in the competitiveness and growth of modern enterprises (Nadi et al., 2024). In particular, e-commerce platforms, social media marketing, artificial intelligence (AI), and big data analytics have not only changed the way businesses engage with consumers but have also revolutionized how new ventures are conceived and scaled.

Entrepreneurship, traditionally reliant on offline models and conventional business methods, has now become heavily intertwined with digital strategies (Wiener et al., 2018). Startups and small businesses, especially those in developing economies, are increasingly leveraging digital platforms to create innovative business models, reach global markets, and operate efficiently (Ruggieri et al., 2018; Kraus et al., 2019; Brenner, 2018). This is particularly significant in the context of Indonesian businesses, where the fast-growing digital ecosystem provides new opportunities for young entrepreneurs.

For students, especially those pursuing entrepreneurship education, the knowledge and skills necessary to succeed in this new, tech-driven environment are paramount (Challoumis, 2024). Higher education institutions have a responsibility to integrate digital literacy and digital marketing skills into their curricula, ensuring that students are equipped to succeed in the digital age (Khan et al., 2024). Students today are often described as "digital natives," as they have grown up with technology and the internet, making it essential to harness their familiarity with digital platforms to foster entrepreneurial thinking and practice (Elaoufy, 2023).

One such institution, IBI Kosgoro 1957 in Jakarta, Indonesia, provides a fertile ground for exploring how entrepreneurship education can adapt to the digital age. With its commitment to fostering a new generation of entrepreneurs, IBI Kosgoro 1957 serves as a valuable case study for examining how digital skills impact entrepreneurial interest and development. Jakarta, as Indonesia's business and education hub, is uniquely positioned to provide insights into the relationship between entrepreneurship education, digital skills, and entrepreneurial intentions.

A core aspect of this investigation is understanding the role of digital literacy and digital marketing skills in shaping students' entrepreneurial interests. Digital literacy refers to the ability to find, evaluate, and utilize digital information effectively, while digital marketing encompasses a wide range of strategies that utilize online platforms such as social media, search engine optimization (SEO), and email marketing to build brand presence and engage with customers. These skills are no longer optional but are fundamental for entrepreneurial success in a world where online presence and digital engagement are key to business survival.

Additionally, self-efficacy—students' belief in their ability to accomplish entrepreneurial tasks—has been identified as a crucial factor in shaping entrepreneurial behaviors and interests (Newman et al., 2019). Students who have higher levels of self-efficacy are more likely to engage in entrepreneurial activities, take risks, and persist through the challenges that inevitably arise when starting a new business (Lucas, 2009). Research suggests that self-efficacy influences not only the willingness to start a business but also the ability to persevere and innovate in the face of adversity.

This study aims to explore how digital literacy, digital marketing skills, and self-efficacy collectively influence entrepreneurial interest among students at IBI Kosgoro 1957. Through the application of quantitative and qualitative data analysis, this research seeks to uncover patterns and relationships that can guide the development of entrepreneurship programs that better align with the technological demands of the 21st century.

Table 1. *Key Concepts and Their Roles in Entrepreneurship*

Concept	Definition	Relevance to Entrepreneurship
Digital Literacy	The ability to access, evaluate, and utilize digital information effectively.	Essential for engaging in the digital economy and navigating online platforms for business
Digital Marketing Skills	The use of digital tools like social media, email marketing, and SEO to promote products.	Vital for reaching global audiences, building brand identity, and growing businesses online
Self-Efficacy	Belief in one's ability to achieve goals and overcome obstacles.	Directly influences the willingness to take entrepreneurial risks and innovate

This study will investigate how these concepts influence students' entrepreneurial interest, highlighting the importance of equipping future entrepreneurs with the necessary digital skills and the confidence to succeed. By analyzing the connections between digital literacy, marketing abilities, and self-efficacy, this research aims to inform strategies for integrating digital competencies into entrepreneurship education.

2. Method

2.1 Research Design

This study employs a **quantitative research design** to explore the effects of **digital** entrepreneurship education on entrepreneurial performance. The quantitative approach allows for the systematic collection and analysis of numerical data to assess the impact of various digital tools on students' entrepreneurial competencies and performance. This methodology is suitable for providing a broad understanding of the relationships between digital literacy, digital marketing, self-efficacy, and entrepreneurial interest.

The focus of the study is on the integration of digital technologies within entrepreneurship education and how these technologies contribute to developing key entrepreneurial skills, such as digital marketing abilities, problem-solving, and business innovation. By utilizing this research design, the study aims to offer empirical evidence of the effectiveness of digital entrepreneurship programs in fostering entrepreneurial growth among students. The findings will contribute to identifying best practices in digital entrepreneurship education, highlighting areas for improvement and potential gaps in existing programs.

2.2 Population

The population for this study includes university students enrolled in entrepreneurship courses that incorporate digital technologies, as well as educators who are actively using digital tools in their teaching methods. The chosen population reflects a broad and diverse representation of participants who are engaged in digital entrepreneurship education across various academic institutions. These students and educators are expected to have varying levels of digital literacy and familiarity with digital marketing strategies, thus providing valuable insights into the effectiveness of these tools and their impact on entrepreneurial performance.

2.3 Sample

A purposive sampling technique is employed to select 200 participants, which includes 150 students and 50 educators. The participants are selected from various educational institutions that offer digital entrepreneurship courses or programs that incorporate digital tools in their teaching. The purposive sampling technique ensures that the sample includes individuals who have relevant experience and exposure to digital entrepreneurship education, making the data more relevant to the study’s objectives. The student participants are diverse in terms of academic background and experience with digital entrepreneurship, allowing for a comprehensive examination of the study’s variables.

2.4 Data Collection

Data is collected through two main methods:

a. Surveys: A structured questionnaire is distributed to students and educators to gather quantitative data on their digital literacy, marketing skills, self-efficacy, and entrepreneurial interest. The survey includes Likert-scale items and multiple-choice questions to capture participants' attitudes, knowledge, and experiences related to digital entrepreneurship.
b. Semi-structured interviews: These interviews allow for a deeper exploration of participants' perspectives. Interviews are conducted with a subset of students and educators to gather qualitative insights into how digital tools influence entrepreneurial performance and to uncover any barriers or challenges in implementing digital entrepreneurship education.
c. Secondary Data:
d. Course materials and institutional reports: The study also analyzes institutional documents and course materials that outline the use of digital tools in entrepreneurship education. This includes syllabi, teaching plans, and evaluation reports to understand how digital entrepreneurship education is implemented at various institutions. This data helps contextualize the primary findings and supports the development of recommendations for improving digital entrepreneurship programs.

2.5 Data Analysis

Data gathered from surveys will be analyzed using statistical methods. The primary tool for analysis is SPSS (Statistical Package for the Social Sciences), which will be used to evaluate the relationships between digital literacy, digital marketing skills, self-efficacy, and entrepreneurial interest. The analysis will focus on:

a. Descriptive statistics to summarize the characteristics of the sample.

b. Correlation analysis to examine the strength and direction of the relationships between digital literacy, digital marketing, self-efficacy, and entrepreneurial interest.
c. Regression analysis to test the impact of each variable on entrepreneurial interest and determine the extent to which digital literacy, digital marketing, and self-efficacy influence entrepreneurial intentions.

2.6 Research Hypotheses

This study posits the following hypotheses to explore the impact of digital tools on students' entrepreneurial interest:
H1: Digital Literacy has a significant effect on entrepreneurial interest at IBI Kosgoro 1957.
H2: Digital Marketing has a significant effect on entrepreneurial interest at IBI Kosgoro 1957.
H3: Self-Efficacy has a significant effect on entrepreneurial interest at IBI Kosgoro 1957.
H4: Digital Literacy, Digital Marketing, and Self-Efficacy, together, have an effect on entrepreneurial interest at IBI Kosgoro 1957.

These hypotheses will be tested through quantitative analysis to determine the strength and significance of the relationships between the variables. The study will assess whether digital technologies have a significant impact on entrepreneurial interest, particularly among students in digital entrepreneurship programs

3. Results and Discussion

3.1 Data Analysis

Descriptive statistical analysis was conducted to understand the basic characteristics of the collected data. Descriptive statistics include the calculation of the mean, median, mode, and standard deviation of each variable studied. The results of the analysis show that the majority of respondents have good access to digital technology and use it in the context of entrepreneurship.

3.2 Validity Test

Validity Test is used to determine whether or not the indicators or questionnaires of each variable are valid. Testing is done by looking at the results of data processing (output) CITC (Corrected Item Total Correlation), if the CITC is greater than 0.3 then it is considered valid.

Table 2. *Validity Test*

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
DigitalLiterasi_X1	136.2700	135.189	.852	.900
DigitalMarketing_X2	137.1200	121.723	.870	.898
EfikasiDiri_X3	145.0700	140.914	.873	.894
MinatBerwirausaha_Y	143.9800	154.808	.761	.930

From the data results above (table 2), it can be seen that the value of Corrected Item-Total Correlation is more than 0.3, which means that the digital literacy variable has a CITC value of 0.852. The digital marketing variable has a CITC value of 0.870. The self-efficacy variable has a CITC value of 0.873 and the entrepreneurial interest variable has a CITC value of 0.761. All four variables are valid for research.

3.3 Reliability Test

Table 3. *Reliability Test*

Reliability Statistics	
Cronbach's Alpha	N of Items
.958	44

Reliability test is a test used to determine the reliability of a questionnaire from 44 questions. The table above shows that the results of the reliability test of the variables used in this study have a

cronbach's alpha value above 0.6, namely 0.958, which means that all questions in the questionnaire are said to be reliable.

3.4 Classical Assumption Test

Normality Test

Normality Test is used to find out whether the dependent variable, independent variable or both in the regression model have a normal distribution or not. In SPSS testing, the results of the normality test can be seen in the normal probability plot.

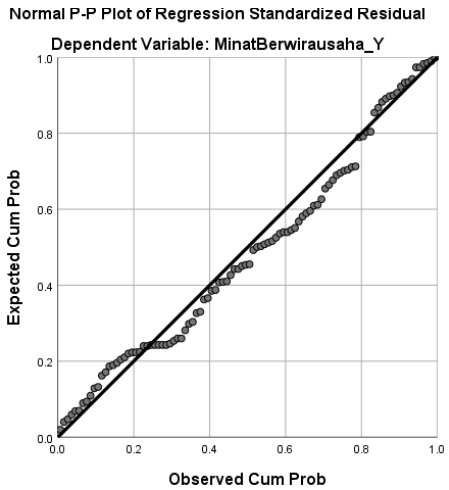

Figure 1. Normality Test

From the normal probability plot figure 1, it can be seen that the regression points are spread around the diagonal line, this indicates a normal distribution pattern, so the regression model meets the normality assumption.

Table 4. *Kolmogorov-Smirnov Test*

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.42972574
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.053
Test Statistic		.078
Asymp. Sig. (2-tailed)		.133[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the table above, the Kolmogorov-Smirnov significance value is 0.133. Because the significance result of 0.133 > 0.05, it can be concluded that the data distribution in this study is normally distributed.

3.5 Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds a correlation between independent variables. The results of the multicollinearity test are based on the tolerance value and Variance Inflation Factor (VIF). A regression model that is free from multicollinearity is if the VIF value is <10 and has a tolerance value> 0.10. The following table shows the results of the multicollinearity test:

Table 5. *Multicollinearity Test*

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	DigitalLiterasi_X1	.268	3.737
	DigitalMarketing_X2	.250	4.004
	EfikasiDiri_X3	.245	4.080
a. Dependent Variable: MinatBerwirausaha_Y			

From the Table 5, it is known that all independent variables used have a VIF (variance inflation factor) value of less than 10 and a tolerance value above 0.1. This shows that the digital literacy variable has a tolerance value of 0.268> 0.1 and a VIF value of 3,737 <10. The digital marketing variable has a tolerance value of 0.250> 0.1 and a VIF value of 4.004 <10. The self-efficacy variable has a tolerance value of 0.245> 0.1 and a VIF value of 4.080 <10. All independent variables used in the study did not show any symptoms of multicollinearity.

3.6 Heteroscedasticity Test

The Heteroscedasticity Test is used to test whether in a regression model there is inequality of variance from one observation to another. In the SPSS test, the results of the Heteroscedasticity test are as follows:

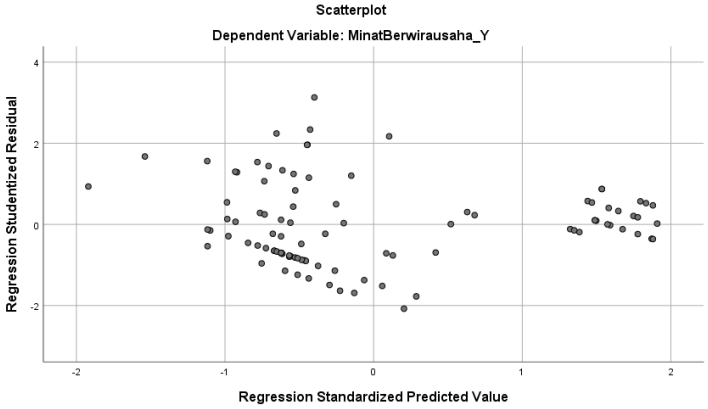

Figure 2. Heteroscedasticity Test

From the Figure 2, it can be seen that the results of the heteroscedasticity test show no clear pattern and the points, which means that the points are spread above and below the number 0 on the Y axis (vertical). This shows that there is no heteroscedasticity in the regression model.

3.7 Autocorrelation Test

Autocorrelation test is used to determine whether or not there is a deviation from the classical assumption of autocorrelation, namely the correlation that occurs between residuals in other observations. In the SPSS test, the results of the autocorrelation test are as Table 6.

Table 6. *Autocorrelation Test*

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.762[a]	.580	.567	2.46740	2.072
a. Predictors: (Constant), EfikasiDiri_X3, DigitalLiterasi_X1, DigitalMarketing_X2					
b. Dependent Variable: MinatBerwirausaha_Y					

From the Table 5 and Figure 3, it is known that the Durbin Watson (D-W) value is 2.072. The D-W value of this study will be compared with the table value and the significant value of 5%. The number of samples in this study was 100 (n) and 3 independent variables (k = 3), then the D-W table value was obtained dL = 1.613 and dU = 1.736, 4-dU = 2.263 and 4-dL = 2.386. The calculated D-W value lies in the dU and 4-dU values, namely (1.736 <2.072 <2.263). it can be concluded that there is no autocorrelation.

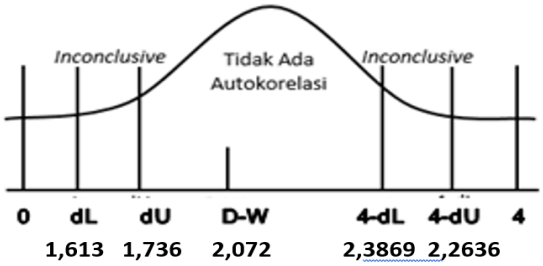

Figure 3. Durbin Watson

3.8 Multiple Linear Regression Analysis Test

To see the magnitude of the influence of digital literacy, digital marketing and self-efficacy on entrepreneurial interest, we will analyze it using SPSS with the following results:

Table 7. *Multiple Linear Regression Analysis Test*

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.890	2.967		3.671	.000
	DigitalLiterasi_X1	.159	.111	.183	1.436	.154
	DigitalMarketing_X2	.241	.101	.315	2.380	.019
	EfikasiDiri_X3	.291	.125	.311	2.326	.022
a. Dependent Variable: MinatBerwirausaha_Y						

From the table above, we can obtain an equation by looking at the constant column (as a constant, a) of 10.890 then row b1 0.159, row b2 0.241 and row b3 0.291 so that the equation is obtained:

$\hat{Y}$= 10,890 + 0,159 X1+ 0,241 X_2 + 0,291 X_3

From the equation above, it has the following meanings:

a) The value of b1 is 0.159, which is positive, meaning that Digital Literacy given once can increase Interest in Entrepreneurship by 0.159
b) The value of b2 is 0.241, which is positive, meaning that Digital Marketing given once can increase Interest in Entrepreneurship by 0.241
c) The value of b3 is 0.291, which is positive, meaning that Self-Efficacy given once can increase Interest in Entrepreneurship by 0.291

3.9 Statistical Hypothesis Testing

a. T_{test} (Parsial)

The t-test basically shows how far the influence of one explanatory or independent variable individually in explaining the variation of the dependent variable. The basis for making decisions on partial t-tests in regression analysis. Based on the $t_{calculated}$ and t_{table} values:

Table 8. Result t_{test}

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.890	2.967		3.671	.000
	DigitalLiterasi_X1	.159	.111	.183	1.436	.154
	DigitalMarketing_X2	.241	.101	.315	2.380	.019
	EfikasiDiri_X3	.291	.125	.311	2.326	.022
a. Dependent Variable: MinatBerwirausaha_Y						

a. Based on the table above, the t-count result of the digital literacy variable is 1.436 while the t-table is obtained from the level of significance (α = 0.05) for a two-sided test with degrees

of freedom (df) = n - k = 100 - 3 = 97, α = 0.05 / 2 = 0.025, then the t-table is 1.984 and with a significant value of 0.154. This means: (1.436 <1.984) t-count is smaller than the t-table and the significant value is greater than 0.05, namely 0.154, so it can be concluded that: Digital Literacy does not have a positive and significant effect on Entrepreneurial Interest

b. Based on the table above, the t-count result of the digital marketing variable is 2.380 while the t-table is obtained from the level of significance (α = 0.05) for a two-sided test with degrees of freedom (df) = n - k = 100 - 3 = 97, α = 0.05 / 2 = 0.025, then the t-table is 1.984 and with a significant value of 0.019. This means: (2.380 > 1.984) t-count is greater than the t-table and the significant value is smaller than 0.05, namely 0.019, so it can be concluded that: Digital Marketing has a positive and significant effect on Entrepreneurial Interest.

c. Based on the table above, the t-count result of the self-efficacy variable is 2.326, while the t-table is obtained from the significance level (α = 0.05) for a two-sided test with degrees of freedom (df) = n - k = 100 - 3 = 97, α = 0.05 / 2 = 0.025, the t-table is 1.984 and with a significant value of 0.022. This means that:(2.326> 1.984) t-count is greater than the t-table and the significant value is smaller than 0.05, namely 0.022, so it can be concluded that: Self-efficacy has a positive and significant effect on entrepreneurial interest.

b. Ft_{est} (Simultan)

Table 9. F_{test}

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	808.547	3	269.516	44.270	.000[b]
	Residual	584.453	96	6.088		
	Total	1393.000	99			

a. Dependent Variable: MinatBerwirausaha_Y

b. Predictors: (Constant), EfikasiDiri_X3, DigitalLiterasi_X1, DigitalMarketing_X2

Based on the Table 9, testing variable x together with variable y obtained the f-count result of 44.270 while the f-table was obtained from the level of significance (α = 0.05) for a two-sided test with degrees of freedom (df) = n - k -1 = 100 - 4 = 96, α = 0.05 / 2 = 0.025 then obtained f-table of 2.70 and with a significant value of 0.000. This means: (44.270 > 2.70) f-count is greater than f-table and the significant value is smaller than 0.05, namely 0.000, so it can be concluded that: Variable X (digital literacy, digital marketing and self-efficacy) has a positive and significant effect on variable y (Interest in entrepreneurship).

c. Correlation Coefficient Test

The correlation coefficient is an analysis to determine the level of closeness of the relationship between two variables. The level of the relationship can be divided into three criteria, namely having a positive relationship, having a negative relationship and having no relationship. With the help of SPSS, the partial correlation coefficient in this study is as follows:

d. Partial Correlation Coefficient Results

Table 10. *Partial Correlation Coefficient Results*

Correlations					
		Digital Literasi _X1	Digital Marketing_ X2	EfikasiDiri _X3	Minat Berwirausaha_Y
Digital Literasi_ X1	Pearson Correlation	1	.818**	.822**	.696**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
Digital Marketing_ X2	Pearson Correlation	.818**	1	.835**	.724**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
EfikasiDiri _X3	Pearson Correlation	.822**	.835**	1	.724**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
Minat Berwira usaha_Y	Pearson Correlation	.696**	.724**	.724**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100
**. Correlation is significant at the 0.01 level (2-tailed).					

a) A value of 0.696 means that the Digital Literacy variable has a strong relationship with the Entrepreneurial Interest variable
b) A value of 0.724 means that the digital marketing variable has a strong relationship with the entrepreneurial interest variable.
c) A value of 0.724 means that the self-efficacy variable has a strong relationship with the entrepreneurial interest variable.

e. Simultaneous Correlation Coefficient Results

Table 11. *Simultaneous Correlation Coefficient Results*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.762[a]	.580	.567	2.46740	.580	44.270	3	96	.000

a. Predictors: (Constant), EfikasiDiri_X3, DigitalLiterasi_X1, DigitalMarketing_X2

b. Dependent Variable: MinatBerwirausaha_Y

From the results of data processing, the f change value is obtained smaller than 0.05, which is 0.000 and the R value on the correlation coefficient simultaneously or together is 0.762. So it can be interpreted: the correlation value between digital literacy, digital marketing and self-efficacy on entrepreneurial interest shows a strong relationship

f. Coefficient Determination

The magnitude of the influence of digital literacy, digital marketing and self-efficacy on entrepreneurial interest can be seen below:

Digital Literacy Determination Coefficient on Entrepreneurial Interest

Table 12. *Digital Literacy Determination Coefficient on Entrepreneurial Interest*

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696[a]	.484	.479	2.70714
a. Predictors: (Constant), DigitalLiterasi_X1				
b. Dependent Variable: MinatBerwirausaha_Y				

The results of the study in the table show that the magnitude of the influence of digital literacy on entrepreneurial interest is 0.484. This shows that the magnitude of the influence of digital literacy on entrepreneurial interest is 48.4% while the remaining 51.6% is influenced by other factors.

Digital Marketing Determination Coefficient on Entrepreneurial Interest

Table 13. Digital Marketing Determination Coefficient on Entrepreneurial Interest

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724[a]	.524	.519	2.60067
a. Predictors: (Constant), DigitalMarketing_X2				
b. Dependent Variable: MinatBerwirausaha_Y				

The results of the study in the table show that the magnitude of the influence of digital marketing on entrepreneurial interest is 0.524. This shows that the magnitude of the influence of digital literacy on entrepreneurial interest is 52.4% while the remaining 47.8% is influenced by other factors.

g. Coefficient of Determination of Self-Efficacy on Entrepreneurial Interest

Table 14. *Coefficient of Determination of Self-Efficacy on Entrepreneurial Interest*

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724[a]	.524	.519	2.60072
a. Predictors: (Constant), EfikasiDiri_X3				
b. Dependent Variable: MinatBerwirausaha_Y				

The results of the study in the table show that the magnitude of the influence of self-efficacy on entrepreneurial interest is 0.524. This shows that the magnitude of the influence of digital literacy on entrepreneurial interest is 52.4% while the remaining 47.8% is influenced by other factors.

h. Simultaneous Determination Coefficient Results

Table15. *Simultaneous Determination Coefficient Results*

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762[a]	.580	.567	2.46740
a. Predictors: (Constant), EfikasiDiri_X3, DigitalLiterasi_X1, DigitalMarketing_X2				
b. Dependent Variable: MinatBerwirausaha_Y				

The results of the study in the table above show the magnitude of the simultaneous or joint influence of the determination coefficient between the variables of digital literacy, digital

marketing, and self-efficacy on entrepreneurial interest, which is 0.580. This shows the magnitude of the influence of digital literacy on entrepreneurial interest of 58.0% while the remaining 42.0% is influenced by other factors.

4. Conclusion

This study aims to analyze the impact of digital technology integration in entrepreneurship programs on students' entrepreneurial interests at IBI Kosgoro 1957. By using correlation and regression analysis methods, this study successfully identified the relationship and influence between various aspects of digital technology use and students' entrepreneurial interests. The following is the research data that has been obtained and processed, so it can provide several conclusions, namely:

1. It is concluded that the t-value of the digital literacy variable is (1.436 <1.984) with a significant value of 0.154> 0.05, meaning that there is no positive and significant influence between the digital literacy variable and the entrepreneurial interest variable partially. The closeness of the relationship between digital literacy and entrepreneurial interest is 0.696, meaning that digital literacy has a strong relationship with entrepreneurial interest partially. And the magnitude of the influence of digital literacy on entrepreneurial interest is 0.484 or 48.4%. This shows the magnitude of the influence of digital literacy on entrepreneurial interest partially, while the remaining 51.6% is influenced by other factors.
2. It is concluded that the t-value of the digital marketing variable is (2.380> 1.984) with a significant value of 0.019 <0.05, which means that there is a positive and significant influence between the digital marketing variable and the variable of interest in entrepreneurship partially. The closeness of the relationship between digital marketing and interest in entrepreneurship is 0.724, meaning that digital marketing has a strong relationship with interest in entrepreneurship partially. And the magnitude of the influence of digital marketing on interest in entrepreneurship is 0.524 or 52.4%. This shows the magnitude of the influence of digital marketing on interest in entrepreneurship partially, while the remaining 47.8% is influenced by other factors.
3. It is concluded that the t-value of the self-efficacy variable is (2.326>1.984) with a significant value of 0.022>0.05, which means that there is a positive and significant influence between the self-efficacy variable and the entrepreneurial interest variable partially. The closeness of the relationship between self-efficacy and entrepreneurial interest is 0.724, meaning that self-efficacy has a strong relationship with entrepreneurial interest partially. And the magnitude of the influence of self-efficacy on entrepreneurial interest is 0.524 or 52.4%. This shows the magnitude of the influence of self-efficacy on entrepreneurial interest partially, while the remaining 47.8% is influenced by other factors.
4. It is concluded that the results obtained are significant level (0.000 <0.05) and f-count of 44.270 while f-table 2.70, meaning there is a significant influence between the variables of digital literacy, digital marketing and self-efficacy on entrepreneurial interest simultaneously. From the results of data processing, the correlation value is 0.762, meaning that digital literacy, digital marketing and self-efficacy on entrepreneurial interest have a strong relationship simultaneously. While the magnitude of the influence of digital literacy, digital marketing and self-efficacy on entrepreneurial interest is 0.580 or 58.0%. This shows the magnitude of the influence of digital literacy, digital marketing and self-efficacy on entrepreneurial interest simultaneously, while the remaining 42.0% is influenced by other factors.

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