

TRANSFORMING STUDENT INTO ENTREPRENEURS: THE ROLE OF ENTREPRENEURSHIP EDUCATION AND E-COMMERCE

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ABSTRACT

This study investigates the impact of entrepreneurship education and e-commerce utilization on students' entrepreneurial interest at Pelita Bangsa University within the digital era. Using a quantitative approach and a survey method, data were collected from 100 students who had completed entrepreneurship courses and had experience utilizing e-commerce platforms. The results, analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS), indicate that entrepreneurship education significantly fosters a creative mindset and enhances entrepreneurial motivation. Simultaneously, e-commerce proficiency facilitates market accessibility, thereby increasing students' inclination toward digital entrepreneurship. These findings emphasize the critical interplay between entrepreneurship education and e-commerce in shaping entrepreneurial aspirations. The study contributes to the literature by providing actionable insights for educational institutions to design more robust entrepreneurship curricula and e-commerce training programs, ultimately fostering a generation of skilled digital entrepreneurs in Indonesia.

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1 Introduction

Youth unemployment remains a critical economic challenge in Indonesia. According to Statistics Indonesia (BPS, 2023), the open unemployment rate in August 2023 stood at 5.1%, translating to approximately 8.4 million individuals without jobs. While this figure marks an improvement from prior years, unemployment remains disproportionately high among young people and university graduates, underscoring a misalignment between the skills of the workforce and the demands of the labor market. The World Bank (2020) noted

that vocational education and training in Indonesia are still inadequate in preparing a workforce for the rapidly evolving digital and technology-driven industries. Furthermore, the low interest in entrepreneurship exacerbates this issue, with many graduates opting for formal employment in large companies rather than starting their own ventures.

This situation is compounded by regional disparities, with rural areas facing higher poverty levels due to limited infrastructure and restricted access to education. The Asian Development Bank (2019) highlights that while Indonesia has achieved notable economic growth, the unequal distribution of economic benefits remains a significant issue (Asian Development Bank, 2019). To address these challenges, the Indonesian government has initiated various programs, including the Indonesia Entrepreneurial Spirit (IES) and Student Entrepreneurship Program, aimed at fostering entrepreneurial skills among the youth. However, despite these efforts, entrepreneurial interest among the younger generation remains low, highlighting the need for more effective strategies to stimulate motivation and readiness for entrepreneurship.

In this context, entrepreneurship education and digital technology, particularly e-commerce, emerge as key solutions to mitigate unemployment and enhance economic opportunities. Entrepreneurship education can prepare young people to create job opportunities by equipping them with critical skills, while e-commerce provides broader market access and operational efficiencies, enabling businesses to thrive with minimal costs. This synergy underscores the potential of combining entrepreneurship education with e-commerce utilization to address the entrepreneurial gap more systematically and effectively.

The advent of digital technologies has transformed the business landscape, with e-commerce becoming a vital tool for accessing wider markets and streamlining transactions. The younger generation, often more adaptive to technological changes, holds significant potential for digital entrepreneurship. However, evidence suggests that entrepreneurial interest among students remains low due to insufficient knowledge, readiness, and motivation (Henderson & Robertson, 2000). This directly affects the interest and opportunities for students to start their own business, considering that the younger generation is more adaptive to digital technology (Kaplan & Haenlein, 2010). However, interest in entrepreneurship among students is still relatively low, one of which is due to a lack of readiness, knowledge, and motivation to enter the business world. At Pelita Bangsa University, for example, students have access to entrepreneurship education designed to improve their skills and knowledge in building a business.

Figure 1 shows a graph of the development of student entrepreneurship in 2021-2024, where the percentage of student entrepreneurship in 2021 was 20% and increased in 2022 to 2025, but in 2023 it decreased to 13% and continued to decrease in 2024 by 10%. This downward trend suggests that despite the potential of entrepreneurship education and e-commerce to foster entrepreneurial spirit, there is a lack of motivation and interest among students to pursue entrepreneurship as a career. Therefore, there is a pressing need to explore effective strategies that combine both educational and technological tools to rekindle students' entrepreneurial interest. This phenomenon shows a lack of motivation among students to become entrepreneurs, so there needs to be definite steps to overcome this. Entrepreneurship education aims to shape a creative and innovative mindset, which is expected to encourage them to see self-employment as an attractive career. In addition,

with the use of e-commerce as one of the product marketing and distribution strategies, students are expected to be more interested in trying digital entrepreneurship (Harisandi, Sari, et al., 2023).

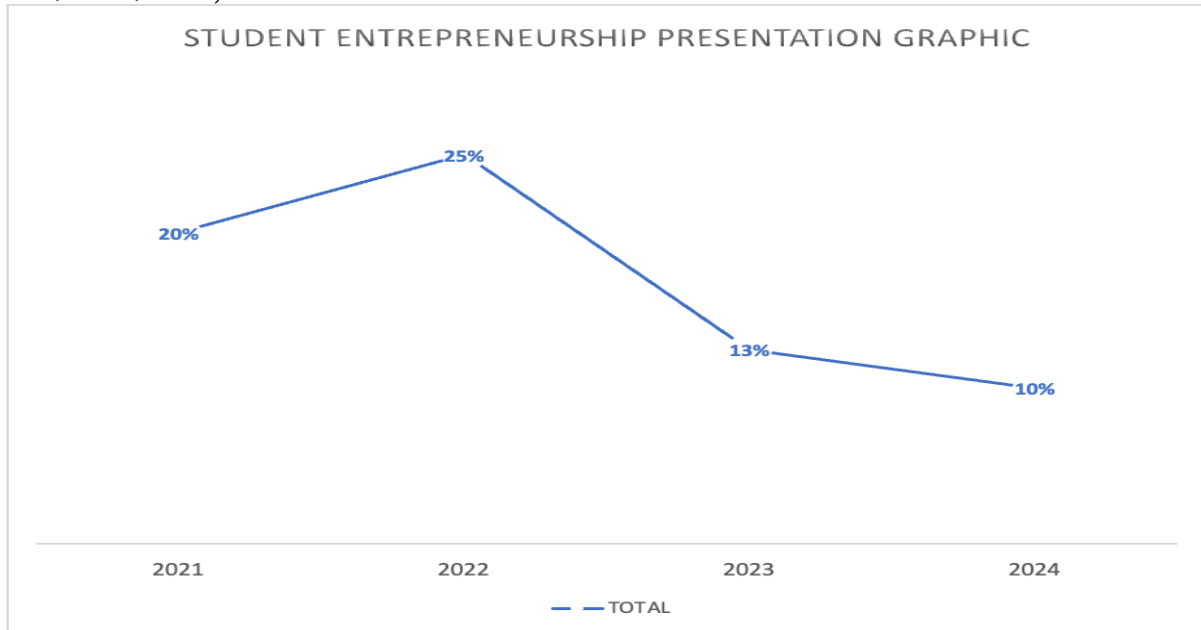


Figure 1. Total Entrepreneur Student 2021 – 2024

This study contributes theoretically by exploring the interaction between entrepreneurship education and e-commerce in shaping entrepreneurial motivations. Previous research has highlighted the positive effects of these factors individually. Bagheri & Pihie (2014) found that technology integration facilitates business processes (Bagheri & Pihie, 2014), while Nabi et al. (2017) emphasized the role of digitization in enhancing entrepreneurial learning (Nabi et al., 2017). However, studies examining the interplay of these factors in the Indonesian student context remain limited, and this research aims to address this gap.

Entrepreneurship education seeks to develop entrepreneurial attitudes, skills, and knowledge, fostering independence and innovation (Kang & James, 2007). Beyond teaching how to start a business, it encompasses identifying opportunities, managing risks, and cultivating critical and creative thinking (Gibb, 2002). Meanwhile, e-commerce enhances business efficiency by reducing costs and increasing customer service flexibility (Turban et al., 2015) and has transformed traditional business landscapes into global operations (Laudon & Traver, 2018). According to (Shapiro & Sokol, 1982) *Entrepreneurial Event Theory*, entrepreneurial interest is influenced by perceptions of feasibility and desirability, which can be strengthened through entrepreneurship education and technological access like e-commerce (Liñán & Chen, 2009).

This study aims to analyze the effect of entrepreneurship education and e-commerce on the entrepreneurial interest of students at Pelita Bangsa University. Using a quantitative approach, data will be collected through surveys and analyzed with regression techniques to identify relationships between variables. Previous studies, such as Piperopoulos & Dimov (2015), demonstrated that integrating theory and practice in learning methods

effectively fosters entrepreneurial interest (Piperopoulos & Dimov, 2015). Similarly, Chiu et al. (2014) showed that e-commerce boosts consumer interest through easy access to information and transactions, findings that are relevant for students using e-commerce as a business tool (Chiu et al., 2014).

In addition, research by highlights the importance of digitization in entrepreneurship education, suggesting that digital technology can accelerate the learning process and add to the appeal of entrepreneurship. Study by (Liñán et al., 2015) discusses the importance of developing an entrepreneurial mindset through formal education in universities, focusing on how appropriate learning methods can increase entrepreneurial interest. (Rahayu & Day, 2015) researched the development of e-commerce in Southeast Asia and found that the influence of e-commerce in opening up digital business opportunities is huge, especially for young people who are interested in entrepreneurship with minimal digital capital.

This study offers novelty by integrating the effects of entrepreneurship education and e-commerce within the Indonesian context. Conducted at Pelita Bangsa University, it provides insights into how integrated strategies can enhance students' entrepreneurial interest. Additionally, the research presents practical recommendations for strengthening entrepreneurship programs and e-commerce training at universities, contributing to the development of digital entrepreneurship in Indonesia.

2 Literature Review

The literature review for this study focuses on two main topics: entrepreneurship education and e-commerce, and how both can influence students' entrepreneurial interest.

Entrepreneurship Education

Entrepreneurship education is an educational process that aims to develop the skills and attitudes needed to become an entrepreneur, including knowledge of risk, resource management, and skills to identify business opportunities. This education focuses on developing practical skills and understanding of how to start and run a business, as well as providing insight into the basic concepts of entrepreneurship. (Gorman et al., 1997) stated that entrepreneurship education is education designed to provide the practical skills needed to start and run a business, as well as to develop an understanding of the complex business world. (Bae, Qiao, et al., 2023) explains that entrepreneurship education provides provisions to increase interest in entrepreneurship through teaching entrepreneurial theory combined with direct practice. This education is important to develop the competencies needed to face challenges in the world of entrepreneurship.

E-commerce

E-commerce (electronic commerce) Refers to the process of buying and selling goods or services through digital platforms or the internet. E-commerce allows business transactions to occur online, making it easier for entrepreneurs to reach consumers in various locations without physical boundaries, providing cost efficiencies, and expanding markets. (Laudon & Traver, 2018) (Laudon & Traver, 2018) that e-commerce is a process that involves the use of information technology to conduct business transactions on the internet, which includes various aspects such as marketing, sales, payments, and product delivery. E-commerce allows companies to interact with consumers more directly and

effectively in the global market. (Chaffey, 2020) states that e-commerce can be divided into several types, including B2B (Business to Business), B2C (Business to Consumer), C2C (Consumer to Consumer), and C2B (Consumer to Business), which lead to various business models and strategies that can be used by entrepreneurs in the digital market.

Entrepreneurship Intention

Entrepreneur intention is an individual's tendency or intention to engage in entrepreneurial activities, such as starting and managing a business. This interest is often influenced by various internal factors, such as self-confidence, knowledge, entrepreneurial skills, as well as external factors such as family support and government policies. (Ajzen, 1991) states that entrepreneurial interest is part of a person's intention which is formed based on attitudes, subjective norms, and perceptions of behavioral control, all of which influence the decision to start a business. (Fayolle & Gailly, 2015) states that interest in entrepreneurship can be developed through entrepreneurship education that emphasizes providing practical skills and knowledge that increases self-confidence in starting a business.

It can be concluded that entrepreneurship education prepares individuals with the skills and knowledge needed to start and run a business, while e-commerce provides wider market opportunities and cost efficiency for new entrepreneurs. Entrepreneurial interest is an individual's intention to engage in the world of entrepreneurship that can be influenced by entrepreneurship education and understanding of e-commerce.

Entrepreneurship education has been widely discussed in the literature, focusing on how it equips individuals with the knowledge, skills, and attitudes needed to start and manage a business (Bae, Qiao, et al., 2023). Several studies have shown that entrepreneurship education, especially those involving practical and project-based approaches, can increase students' self-confidence and readiness for entrepreneurship (Gorman et al., 1997). This approach that combines theory and practice is considered more effective because it can create a deeper understanding of the risks and challenges of entrepreneurship.

In addition, e-commerce as a marketing and product distribution tool has grown rapidly in recent years. Research by (Laudon & Traver, 2018) and (Laudon and Traver (2021)) shows that understanding e-commerce is essential for new entrepreneurs, as it gives them access to global markets at lower costs and more efficient marketing methods. E-commerce allows entrepreneurs, especially those just starting out, to access a wider audience without the need for large capital. Therefore, a strong understanding of digital technology and e-commerce can increase students' interest in entering the world of entrepreneurship.

Conceptual Framework

The conceptual framework in this study integrates two main variables: entrepreneurship education and e-commerce understanding, with the dependent variable being entrepreneurial interest. This conceptual framework aims to describe the relationship between the two factors and their impact on students' entrepreneurial interest. Entrepreneurship education serves as a factor that provides theoretical basis and practical skills in starting a business, while e-commerce provides the ability to utilize digital technology in product marketing and distribution. Both are considered to support each other in forming a higher entrepreneurial interest among students.

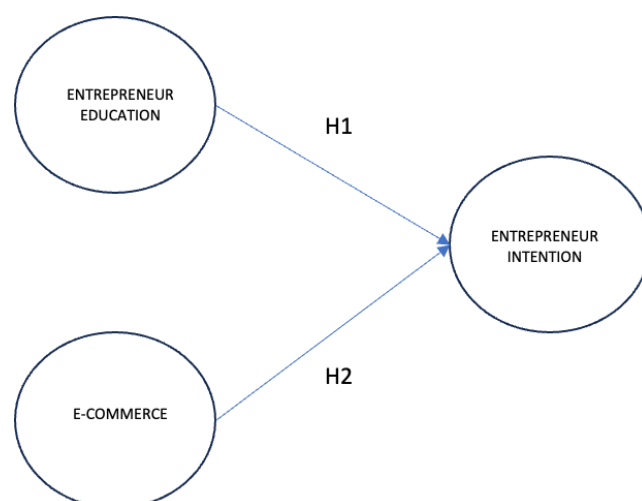


Figure 2. Conceptual Framework

Based on the literature review above, a hypothesis can be formulated to be tested in this study. This study focuses on how entrepreneurship education and e-commerce understanding can influence students' interest in entrepreneurship at Pelita Bangsa University. Based on existing theories, the two main hypotheses developed are as follows: Hypothesis 1 (H₁): Entrepreneurship education has a positive effect on students' interest in entrepreneurship at Pelita Bangsa University.

Hypothesis 2 (H₂): E-commerce understanding has a positive effect on students' interest in entrepreneurship at Pelita Bangsa University.

3 Research Methods

This research method uses a quantitative approach with the aim of analyzing the effect of entrepreneurship education and the use of e-commerce on the entrepreneurial interest of Pelita Bangsa University students. Data were collected through questionnaires distributed online to students who have taken entrepreneurship courses and have experience using e-commerce, using purposive sampling techniques with a minimum target of 100 respondents. The questionnaire instrument was tested for validity and reliability before use to ensure that the data obtained was accurate and consistent. The collected data were analyzed using descriptive and inferential statistics, focusing on moderation regression analysis to determine the influence and interaction between variables. This analysis was conducted using SmartPLS, with the proposed hypothesis that entrepreneurship education and e-commerce use have a positive effect on entrepreneurial interest, and e-commerce use can moderate the effect of entrepreneurship education.

Table 1. Demographic Sample

Demographic Characteristic	Frequency	Percentage
Age		
- 19 – 20 years	45	45%
- 21 - 22 years	35	35%
- 23 - 24 years	10	10%
- 25 - 26 years	7	7%
- 27 years and above	3	3%

Gender		
- Male	45	45%
- Female	65	65%
Semester		
- Semester 1 -2	58	58%
- Semester 3-4	23	23%
- Semester 5-6	12	12%
- Semester 7-8	7	7%

Source: Results Processing Data by Authors (2024)

These findings shed light on the demographic makeup of the sample population. The age group of 19-20 years represented the majority of respondents (45%), with the proportion of male respondents at 45% and females at 65%. In terms of semesters, the 1st and 2nd semester student groups accounted for a larger percentage of respondents (58%) and the 3-4 semesters were 23%, 5-6 semesters were 12% and finally 7-8 semesters were 7%. This demographic breakdown helps clarify the makeup of the sample and the extent to which the study's conclusions apply to the wider student community.

An online structured questionnaire will be used to collect data from the selected sample of students. The purpose of the questionnaire is to measure the respondents' opinions on the experience in attending entrepreneurship education and education and experience in using e-commerce on interest in entrepreneurship. Respondents' level of agreement with statements about each concept will be measured using a Likert scale of 1 to 5, where higher scores indicate greater agreement or favorable impressions. The survey questionnaire will consist of validated scales to measure the main variables of interest:

Entrepreneurship Education (PKWU): This construct will be assessed based on factors such as understanding of entrepreneurial concepts, practical skills in entrepreneurship and entrepreneurial attitudes and intentions. E-Comemrce (ECM): The construct will be measured in terms of ease of use, security measures, and previous experience with e-commerce platforms. Entrepreneurial Interest (MKWU): Students' interest in entrepreneurship will be evaluated based on their attitude towards entrepreneurship, subjective norms, and perceived behavioral control towards entrepreneurship.

Structural Equation Modeling (SEM) with Partial Least Squares (PLS) 4 software will be used to evaluate the collected data. SEM is a powerful statistical technique that is ideal for examining complex correlations between variables, especially when working with small to medium-sized samples. There will be several steps in the analysis process: Model Fit Evaluation based on standards such as R-squared value, standardized root mean square residual (SRMR), and normative fit index (NFI); Measurement Model Assessment to ensure the validity and reliability of survey items measuring the construct in question; Structural Model Estimation to investigate the relationships between latent constructs; and Mediation Analysis using bootstrapping techniques to assess the mediating role of marketing digitalization between online shopping experience, trust in e-commerce platforms, and consumer behavior.

4 Results and Discussion

4.1. Result

The outer loading results indicate that all indicators have values exceeding 0.7, reflecting strong contributions and good validity in representing their respective latent variables. For the *Entrepreneurship Education* variable, the outer loading values for PKWU1, PKWU2, and PKWU3 are 0.846, 0.872, and 0.908, respectively, demonstrating that these indicators strongly represent this construct. Similarly, for the *E-commerce* variable, the outer loading values of ECM1 (0.878), ECM2 (0.792), and ECM3 (0.865) confirm that the construct is well-measured by these indicators. Regarding the *Entrepreneurial Intention* variable, the outer loading values for MKWU1 (0.774), MKWU2 (0.720), MKWU3 (0.813), and MKWU4 (0.734) indicate moderately strong validity for these indicators.

Table 1. Research Questions

Code	Quisioner	Outer Loading
Entrepreneur Education		
PKWU1	Do you feel the knowledge provided in entrepreneurship education helps in developing your business skills?	0.846
PKWU2	How relevant is the entrepreneurship material you are studying to the needs of today's business world?	0.872
PKWU 3	Do you feel that entrepreneurship education has increased your confidence to start a business?	0.908
E-commerce		
ECM1	How often do you use e-commerce platforms to support your business activities?	0.878
ECM2	Do you feel that e-commerce makes the process of marketing your products or services easier?	0.792
ECM3	How much impact does e-commerce have on increasing your revenue or business results?	0.865
Entrepreneur intention		
MKWU1	How much do you want to start your own business in the near future?	0.774
MKWU2	Do you feel you have the skills to run a business independently?	0.720
MKWU3	How interested are you in finding business opportunities in a field that suits your interests?	0.813
MKWU4	Do you have a concrete plan or strategy for starting a business?	0.734

Source: SmartPLS Output (Processed Data, 2024)

In summary, the outer loading values confirm that all indicators across the three constructs (*Entrepreneurship Education*, *E-commerce*, and *Entrepreneurial Intention*) meet the required validity threshold (> 0.7). This suggests that each indicator consistently and

reliably represents its respective latent variable. Consequently, the measurement model can be considered valid, and the indicators are deemed appropriate for further analysis.

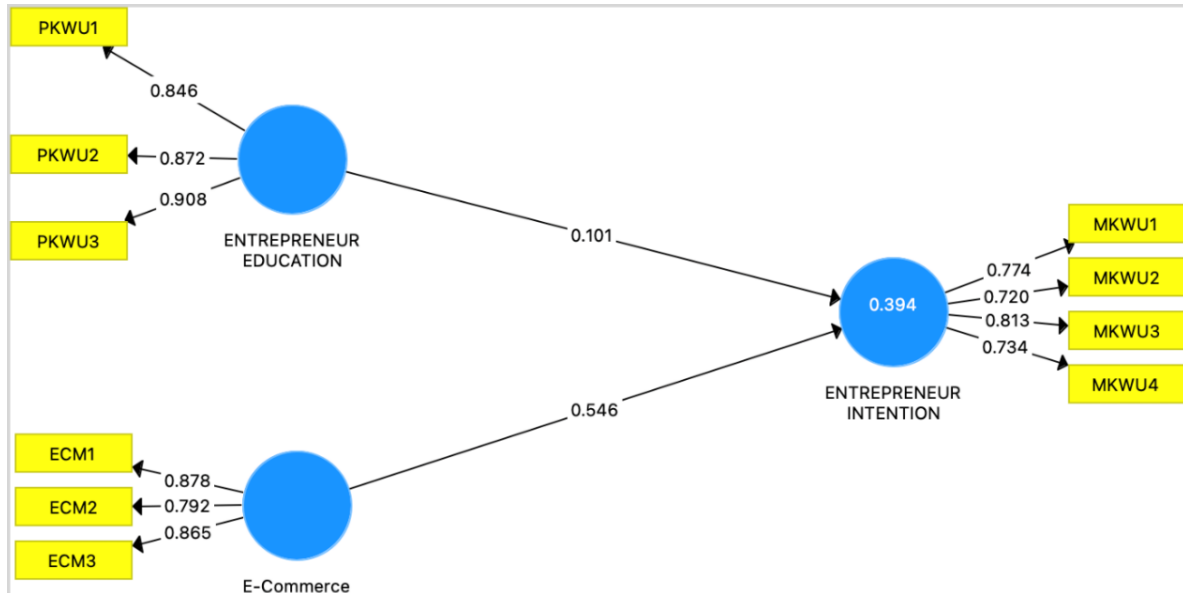


Figure 3. Partial Least Square

Source: SmartPLS Output (Processed Data, 2024)

Responses to this survey were collected from 100 Pelita Bangsa University students from various majors. Descriptive statistics for the main variables of entrepreneurship education, e-commerce and business interest are shown in Table 2.

Table 2. Descriptive Statistics

Variable	Mean	Standard Deviation
Entrepreneurship Education	4.3	0.75
E-commerce	4.2	0.68
Entrepreneurial Interest	4.3	0.72

Source: SmartPLS Output (Processed Data, 2024)

The findings show that respondents generally expressed favorable opinions on all variables assessed. The average ratings were 4.3, 4.2 and 4.3 for the following categories: entrepreneurship education, e-commerce, entrepreneurial interest. The moderate variation around the mean for each measure indicated by the standard deviation shows that although respondents' ratings are generally positive, there is some degree of dispersion.

Table 3. Validity and Reliability

Construct	Cronbach's Alpha	Composite Reliability	AVE
Entrepreneurship Education	0.810	0.883	0.716
E-commerce	0.775	0.844	0.575
Entrepreneurial Interest	0.813	0.866	0.529

Source: SmartPLS Output (Processed Data, 2024)

While composite reliability evaluates the internal consistency of indicators within each construct, Cronbach’s alpha is used to measure the strength of the relationship between each indication (survey item) and the associated latent construct. Each construct in this study met the requirement of having a value greater than 0.70, which indicates excellent dependability. In addition, values above 0.50 indicate strong convergent validity. The average variance extracted, or AVE, represents the variance accumulated by the indicators with measurement error. Interestingly, all constructs of this study showed acceptable AVE values, confirming acceptable convergent validity. Overall, the measurement model analysis provided confidence in the accuracy of the data obtained for further analysis by confirming the validity and reliability of the measurement scales used in the study.

Table 4. Direct Effect

Path	Coefficient (β)	t-value	p-value	Result
Entrepreneurship Education -> Entrepreneurial Interest	0.365	2.234	<0.026	Significant
E-Commererce -> Entrepreneurial Interest	0.349	1.970	<0.049	Significant

Source: SmartPLS Output (Processed Data, 2024)

Table 4 shows the relationship between the two latent components with each row representing a path in the structural model. The strength and direction of the relationship is indicated by the standardized coefficient (β), while the precision of the coefficient estimate is indicated by the standard error (S.E.). The likelihood of witnessing a coefficient estimate if the null hypothesis (no relationship) is true is represented by the p-value, while the t-value indicates the significance of the coefficient, with larger absolute t-values indicating more importance. The findings indicate a strong positive correlation between the following variables: entrepreneurship education and entrepreneurial interest In university students (β = 0.365, p < 0.025), e-commerce and entrepreneurial interest (β = 0.349, p < 0.0049). These results provide strong support for the proposed linkages and provide an overview of the factors that influence students’ entrepreneurial interest at Pelita Bangsa University.

4.2. Discussion

The conclusion of this study provides insight into the relationship between entrepreneurship education, e-commerce and business interest from these results, an increase in entrepreneurship education will contribute significantly to increasing a person’s interest in entrepreneurship. This effect is consistent with previous research showing that entrepreneurship education can strengthen entrepreneurial intention through increasing relevant knowledge, skills and attitudes. For example, research conducted by (Fayolle & Gailly, 2015; Nabi et al., 2018) confirmed that entrepreneurship training and education play an important role in influencing entrepreneurial decisions among students and young professionals, and that increased knowledge and skills in E-commerce can strengthen individuals’ desire to start their own ventures, especially in the context of business digitization. Research from (Kim et al., 2009; Souitaris et al., 2007) support this finding,

where mastery of technology and understanding of e-commerce facilitate market access and encourage motivation for entrepreneurship. These two results confirm the importance of entrepreneurship education and e-commerce understanding as significant drivers of entrepreneurial interest.

Entrepreneurship education is an important factor that positively influences one's interest in entrepreneurship. Through entrepreneurship education, individuals acquire the relevant knowledge, skills and attitudes to start and manage a business. These aspects include an understanding of risk management, business strategy, creativity and innovation. This education can build confidence as well as readiness to face challenges in business. Entrepreneurship education in higher education increases entrepreneurial intention through an inspiring learning process (Harisandi, Rabiatul Hariroh, et al., 2023; Nabi et al., 2018). Skills and understanding in e-commerce also have a significant influence on business interest. E-commerce opens up wider opportunities for prospective entrepreneurs by providing access to a wider market, ease of transactions, and flexibility in managing businesses online. With these conveniences, interest in starting a business is higher, especially since the potential profits that can be achieved are greater. Research supports this view, showing that users' trust and satisfaction with e-commerce services have an impact on their intention to utilize it as a business medium (Aprilianty, 2012; Supriaman, 2019).

The results of this study indicate that Entrepreneurship Education has a significant effect on Entrepreneurial Interest. This finding is in line with recent research that confirms the importance of entrepreneurship education in increasing entrepreneurial intention. Research by (Bae, Qian, et al., 2023) found that students who participated in entrepreneurship education programs showed improvements in entrepreneurial intentions, managerial skills, and innovation capabilities. The program helped participants to develop a deeper understanding of business risks and challenges, so they were better prepared and motivated to start their own ventures. In this context, entrepreneurship education serves not only as a means of knowledge, but also as a shaper of resilient entrepreneurial character and mentality. On the other hand, E-commerce also plays an important role in increasing entrepreneurial interest, especially in today's digital era. Study from (Zhang & Huang, 2023) supported these results, suggesting that ease of access to digital markets through e-commerce platforms significantly influences entrepreneurial intentions among the younger generation. According to the study, the development of digital technology and e-commerce offers more flexible business opportunities, as well as lowering barriers to starting a business, such as large start-up capital. With the positive influence of these two factors-entrepreneurship education and e-commerce mastery-it appears that aspiring entrepreneurs are more motivated and confident to start a business amid the rapid development of the digital economy.

One of the main findings is that entrepreneurship education has a significant effect on increasing students' interest in entrepreneurship. This finding is in accordance with previous studies showing that entrepreneurship education strengthens entrepreneurial intentions by increasing relevant knowledge, skills, and attitudes (Fayolle & Gailly, 2015; Nabi et al., 2018). However, this study provides contextual innovation with the emphasis that entrepreneurship combined with the use of e-commerce has a greater impact on increasing interest in entrepreneurship, especially in the current digital era. One of the

significant differences between the findings of this study and previous studies is the focus on students in Indonesia, which shows that the level of e-commerce use and digital knowledge among Indonesian students is growing and can accelerate the realization of digital entrepreneurship. On the other hand, previous studies have focused more on the context of developed countries or regions that have greater access to technology. Therefore, this study fills the gap in the literature regarding the influence of entrepreneurship education and e-commerce in the Indonesian context, with different social and economic backgrounds.

The findings of this study indicate that entrepreneurship education and the use of e-commerce have a significant impact on increasing entrepreneurial interest among students. Entrepreneurship education that combines theory and practice, such as through entrepreneurship projects or collaboration with industry, has proven to be more effective in shaping entrepreneurial character. On the other hand, understanding e-commerce provides wider market access and increases business potential. Therefore, educational institutions need to include learning about e-commerce and digital marketing in their curriculum, while the government and private sector are expected to provide greater support in the form of technology-based training and access to e-commerce platforms, as well as easy capital for young entrepreneurs. This study also emphasizes the importance of digital literacy in encouraging entrepreneurial interest, which must be encouraged through education and entrepreneurship policies that support the development of the digital ecosystem.

For future research, there are several areas that need to be explored further, such as the impact of entrepreneurship education on social entrepreneurship, which can create broader economic and social impacts, especially with the support of e-commerce. In addition, the role of digital literacy in shaping entrepreneurial interest is also an important focus, considering that the ability to use e-commerce platforms will increasingly influence the attitudes and motivations of prospective entrepreneurs. Further research in these two areas could provide deeper insights to support technology-based entrepreneurship policies and accelerate the development of digital entrepreneurs in Indonesia.

5 Conclusion

The study concludes that both entrepreneurship education and an understanding of e-commerce significantly influence entrepreneurial interest, particularly in the digital era. Entrepreneurship education equips individuals with essential skills, knowledge, and attitudes—such as risk management, innovation, and business strategy—necessary for starting a business. When combined with a strong grasp of e-commerce, which offers easy access to digital markets and low capital requirements, individuals are more motivated and prepared to start their own businesses. The integration of practical entrepreneurship skills, including digital entrepreneurship practices, into educational curricula can enhance students' entrepreneurial readiness and open up greater market opportunities. Moreover, policy support, including providing digital entrepreneurship training and capital access for small businesses, is crucial to nurturing the growth of digital entrepreneurship in Indonesia. Despite the valuable insights, this study acknowledges its limitations, including the limited sample size from a single university, which may not fully represent broader entrepreneurial

conditions in Indonesia, and the reliance on quantitative data, which may overlook deeper social or cultural factors. However, the study's contribution is significant, especially in the Indonesian context, by emphasizing the practical application of entrepreneurship education and the role of e-commerce in fostering entrepreneurial interest. This is particularly relevant given Indonesia's young, tech-savvy population and increasing internet penetration, positioning e-commerce as a key opportunity for aspiring entrepreneurs in the digital age.

Based on these findings, several recommendations can be implemented by universities, policymakers, and aspiring entrepreneurs. Universities need to strengthen their entrepreneurship curriculum with an emphasis on practical skills, including the use of technology and e-commerce, and provide opportunities for students to learn through hands-on projects or internships in the industry sector. Policymakers should design programs that support digital-based entrepreneurship, for example by providing incentives for small businesses that utilize e-commerce and providing access to technology-based training. For aspiring entrepreneurs, it is important to continue developing digital skills and taking entrepreneurship training that focuses on the use of technology and digital marketing, which will give them an edge in managing their businesses in an increasingly digitally connected world.

For future research, there are several directions that can be explored further. First, research can explore the role of entrepreneurship education in encouraging social entrepreneurship among students, which not only provides economic impact but also provides social benefits. In addition, digital literacy needs to be studied more deeply to understand its influence on entrepreneurial intentions, especially the skills of using e-commerce platforms in shaping the attitudes and decisions of young entrepreneurs. By deepening research in these two areas, we can create more effective policies and more relevant education programs that support the development of more inclusive and innovative digital entrepreneurship in Indonesia.

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