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DESCRIPTIVE OF QUANTITATIVE DATA | SUPPLEMENTARY

Digital Business: Student Entrepreneurial Interest from The Perspective of Digital Literacy and Digital Marketing (Case Study at STIE Tuah Negeri)

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Abstract: This study aims to determine the effect between digital literacy and digital marketing on entrepreneurial interest. The population in this study were STIE Tuah Negeri Dumai students. This study used purposive sampling technique for sampling. The sample obtained was 95 respondents. To be able to be a sample, it must meet the predetermined criteria. Data collection in this study was conducted through a survey using a questionnaire. Data analysis conducted in this study is with statistical program for social science-SPSS. The results of this research indicate that the digital literacy variable has a significant effect on entrepreneurial interest as evidenced by the t-calculated value of 6.593 with a significance level of $0.000 < 0.5$. and digital marketing variables have a significant effect on entrepreneurial interest as evidenced by the t-calculated value of 3.983 with a significance level of $0.000 < 0.5$.

Keywords: Digital Literacy, Digital Marketing, Entrepreneurial Interest.

1. INTRODUCTION

In this digital era, technology has changed the way humans interact, including in terms of business. Digital business has become an attractive option for many people. (Hasdiana, 2018) One aspect that is thought to foster entrepreneurial interest in this digital era is having good digital literacy, especially students, who are interested in utilizing the potential of the internet and digital technology in realizing creative ideas for entrepreneurship. Digital literacy refers to a person's ability to use digital technology and information effectively (Tahir et al., 2021). Digital literacy is the ability to use digital technology effectively to search, evaluate, process, and communicate information (Widayanto et al., 2023). Digital literacy includes various aspects of information processing, such as cognitive, ethical, emotional, social, and technical or technological to search, evaluate, access, create, and communicate information or content effectively (Zaskia Ulfah et al., 2022). Today's students grow up and live in the digital era, where access to the internet and digital devices is very widespread. Digital literacy plays an important role in understanding and following digital business trends (Dewi & Susanti, 2021). Students who have good digital literacy will be able to utilize technology and digital platforms to build and develop businesses (Setyaningsih & Sukardi, 2021); (Setyaningsih & Sukardi, 2020). Students can utilize the internet to conduct market research, build websites, create digital content, utilize social media, and use other digital marketing tools to reach a wider audience (Khoiriyah et al., 2022). The digital marketing factor is also a very important part of developing entrepreneurial talent. Digital marketing is a marketing strategy that uses digital platforms and tools to promote products or services (Yoseph et al., 2024). In digital business, digital marketing is a key element to achieve success. (Istiqomah, 2021) Digital marketing communication activities can be carried out at any time and allow potential customers to obtain all information about products and make transactions via the internet (Apriyani et al., 2022). Using the internet not only benefits marketers, but also by doing this digital marketing provides more benefits for prospective buyers because it makes it easier to choose and find the information needed related to the desired product. In addition, consumers are also easier



to order and buy products remotely. This is due to the rapid progress of the internet to reach a large area potentially and quickly in distributing information universally (Nurpratama & Anwar, 2020). Students who have an interest in entrepreneurship and an understanding of digital marketing can utilize various digital channels such as social media, online advertising and content marketing strategies to build their brand, increase visibility, and reach potential customers effectively. The rapid use of digital marketing today is inseparable from the number of sellers who switch to online stores (Najamuddin, 2022). Internet users today even prefer online transactions compared to having to shop directly to the store which may take more time and money. Current technological developments produce increasingly sophisticated facilities, so that they can be used as a medium for business development. (Hamka et al., 2023). One form of technology combination is in marketing practices using digital marketing. To give birth to young entrepreneurs to increase the number of young entrepreneurs among millennials is a challenge that must be faced (Sono et al., 2023). One way that can be done is to provide additional knowledge to students to utilize information technology through digital literacy and digital marketing to develop an interest in becoming an entrepreneur from a young age.

2. RESEARCH DESIGN AND METHOD

The population in this study were STIE Tuah Negeri Dumai students. This study used purposive sampling technique for sampling. The sample obtained was 95 respondents. To be able to become a sample, it must meet the predetermined criteria. Data collection in this study was conducted through a survey using a questionnaire. Data analysis carried out in this study is with the statistical program for social science-SPSS.

3. RESULT AND DISCUSSION

Table 1. Respondent

Measurement	F	%
Gender of respondent		
Male	79	83,16
Female	16	16,84
Length of time in the respondent's position (years)		
18 - 20	67	70,53
21 - 24	18	18,95
> 25	10	10,52
Study Program		
Management	62	65
Accounting	33	35
Semester		
1 - 4	52	52,74
5 - 7	37	38,95
>8	6	8,31

Table 2. Digital Literacy Variable Validity Test Results (X₁)

Item	r-calculated	r-estimated 5% (95)	Criteria
1	0.619	0.202	Valid
2	0.599	0.202	Valid
3	0.738	0.202	Valid
4	0.752	0.202	Valid
5	0.600	0.202	Valid
6	0.738	0.202	Valid
7	0.709	0.202	Valid
8	0.737	0.202	Valid



Table 3. Digital Marketing Variable Validity Test Results (X₂)

Item	r-calculated	r-estimated 5% (95)	Criteria
1	0.693	0.202	Valid
2	0.708	0.202	Valid
3	0.735	0.202	Valid
4	0.814	0.202	Valid
5	0.814	0.202	Valid

Table 4. Test Results of Entrepreneurial Interest Variables (Y)

Item	r-calculated	r-estimated 5% (95)	Criteria
1	0.493	0.202	Valid
2	0.641	0.202	Valid
3	0.829	0.202	Valid
4	0.778	0.202	Valid
5	0.817	0.202	Valid
6	0.694	0.202	Valid

Table 5. Reliability test results

Variable Instruments	Cronbach' Alpha	Info
Digital Literacy	0.952	Realible
Digital Marketing	0.870	Realible
Entrepreneurial Interest	0.890	Realible

Table 6. Normality Test Results

	Unstandardized Residual
N	95
Normal	0E-7
Parameters ^a	1.43470188
Mean	.124
Std. Deviation	.124
Most Extreme Differences Absolute Positive Negative	-.124
Kolmogorov-Smirnov Z	1.211
Asymp. Sig. (2-tailed)	.107

Table 7. Multicollinearity Test Results

Variables	Collinearity Statistics	
	Tolerance	VIF
Digital Literacy	.495	2.019
Digital Marketing	.495	2.019

Table 8. Multiple Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.824	1.189		5.738	.000
Digital Literacy	.334	.051	.553	6.593	.000
Digital Marketing	.378	.095	.334	3.983	.000

Table 9. Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824a	.680	.673	1.45021



Table 10. Partial Test Results (t)

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	6.824	1.189		5.738	.000
Digital Literacy	.334	.051	.553	6.593	.000
Digital Marketing	.378	.095	.334	3.983	.000

Table 11. Simultaneous Test Results (F)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	410.261	2	205.130	97.536	.000 ^b
Residual	193.487	92	2.103		
Total	603.747	94			

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