
THE INFLUENCE OF DIGITAL LITERACY AND CREATIVITY ON INTEREST IN DIGITAL ENTREPRENEURSHIP AMONG ECONOMIC EDUCATION STUDENTS OF RIAU UNIVERSITY



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Abstract

This study aims to analyze the effect of digital literacy and creativity on digital entrepreneurial interest among students of the Economics Education Program at Universitas Riau. The research employed a quantitative approach using a survey method. The population consisted of Economics Education students, with a sample of 102 respondents selected through proportional random sampling. Data were collected using a questionnaire and analyzed using multiple linear regression with SPSS version 26. The descriptive analysis results indicate that students' digital literacy, creativity, and digital entrepreneurial interest are generally at a moderate level. Partial test results show that digital literacy has a positive and significant effect on digital entrepreneurial interest, and creativity also has a positive and significant effect on digital entrepreneurial interest. Simultaneous testing reveals that digital literacy and creativity jointly have a significant effect on students' digital entrepreneurial interest. The coefficient of determination indicates that digital literacy and creativity explain 60.3% of the variance in digital entrepreneurial interest, while the remaining variance is influenced by other factors outside the research model. This study concludes that strengthening digital literacy and creativity is essential to enhance students' digital entrepreneurial interest. Therefore, higher education institutions are encouraged to integrate digital literacy and creativity development into entrepreneurship learning to foster digital entrepreneurship among students.

Keywords: Digital literacy, Creativity, Digital Entrepreneurial Interest, Economic Students of Riau University

INTRODUCTION

In the current era of globalization, high unemployment remains a serious challenge for Indonesia. One such challenge is unemployment among university graduates. This remains a serious socioeconomic problem in Indonesia (Triatmanto & Bawono, 2023; Wardoyo et al., 2025; Zulwisli et al., 2024). Data from the Central Statistics Agency (BPS) in 2024 showed that the open unemployment rate for undergraduate (S1) graduates reached 5.25%. This condition indicates that university graduates have not been fully absorbed by the formal workforce. One reason is the tendency of graduates to choose to work in the formal sector rather than start their own businesses, while the availability of formal employment is increasingly limited. Therefore, strengthening students' interest in entrepreneurship is a crucial strategy to reduce unemployment and promote economic independence (Hasanah & Setiaji, 2019; Tomy & Pardede, 2020).

The development of digital technology has transformed conventional entrepreneurship into digital entrepreneurship (Wang et al., 2020). Digital entrepreneurship is seen as a solution to address unemployment among college graduates (Elshaiekh et al., 2023) and contributes to economic growth through job creation and accelerated technology adoption (Wang et al., 2022). Digital entrepreneurship has the advantages of relatively low capital requirements, broad market reach, and operational flexibility, making it relevant for students who have grown up with digital technology (Ben Youssef et al., 2021; Li et al., 2024; Ratten, 2023). Universities have a strategic role in fostering interest in digital entrepreneurship through entrepreneurship education and the provision of relevant skills (Prestiadi et al., 2021; Alzougool, 2024; Wibowo et al., 2023).

Riau University has implemented various entrepreneurship programs and entrepreneurship courses in the Economics Education Study Program (Sumarno, 2023). However, pre-survey results indicate that student engagement in digital entrepreneurship activities is still suboptimal. Barriers faced include limited capital, fear of failure, difficulty finding business ideas, and low digital knowledge and skills (Mustomi et al., 2022; Putri & Saputra, 2023; Mulyati, 2023). This situation emphasizes the need for effective strategies to increase students' interest in digital entrepreneurship (Dalif et al., 2024).

Previous research has shown that digital literacy and creativity are important factors in fostering interest in digital entrepreneurship (Alshebami et al., 2025; Akhter et al., 2022; Khairunisa & Sabaria, 2023; Prasetyo & Hariyani, 2024). However, empirical findings still show inconsistent results. Several studies have shown that digital literacy and creativity significantly influence interest in digital entrepreneurship (Young et al., 2020; Nanda & Sudiana, 2022; Dewi et al., 2024), while others have shown no significant effect (Purwati et al., 2023; Dalif et al., 2024). This gap in research findings provides an important basis for further research to examine the influence of digital literacy and creativity on interest in digital entrepreneurship among Economics Education students at the University of Riau.

REVIEW OF LITERATURE

Interest in Digital Entrepreneurship

Interest in digital entrepreneurship is defined as an individual's tendency to create and develop a business utilizing digital technology, reflected through feelings of enjoyment, interest, attention, and active involvement in technology-based entrepreneurial activities (Ismail & Wan Hussain, 2024; Al-Mamary & Alraja, 2022; Aloulou et al., 2024; Mir et al.,

2023). Thus, interest in digital entrepreneurship reflects not only the desire to start a business but also an individual's readiness to use various digital platforms for business activities.

Factors influencing interest in digital entrepreneurship come from both internal and external factors. Internal factors include ability, character, self-efficacy, willingness, digital literacy, and creativity, while external factors include the social environment and economic conditions (Krueger et al., 2000; Suryana, 2011; Ferine et al., 2024; Ngatiningsih et al., 2024). This research focuses on digital literacy and creativity because both play a strategic role in the context of the digital economy.

The main indicators of interest in digital entrepreneurship are synthesized into four aspects: (1) enjoyment of using digital technology for business, (2) interest in digital business opportunities, (3) attention to digital technology developments, and (4) active involvement in digital entrepreneurial activities (Shoimah, 2019; Ariyanti, 2018; Vebrina, 2021).

Digital Literacy

Digital literacy is an individual's ability to understand, use, evaluate, and organize information effectively through digital technology (Nguyen et al., 2024; Pangrazio et al., 2020; Young et al., 2020; Khoiriyah et al., 2022). Digital literacy plays a crucial role in helping individuals access digital economic opportunities, improving critical thinking skills, and supporting readiness to face the challenges of technology-based entrepreneurship (Redhana, 2024).

Indicators of digital literacy include the ability to use the internet and search engines, understand digital information structures (hypertext, hyperlinks, and the web), evaluate information sources and content, and organize information into useful knowledge (Khairunisa & Sabaria, 2023). With good digital literacy, students are better prepared to utilize technology as a business tool and are more confident in engaging in digital entrepreneurship.

Creativity

Creativity is an individual's ability to generate new ideas, combine existing knowledge, and find innovative solutions to problems (Abdelfattah et al., 2022; Anjum et al., 2021; Alzougool, 2024; Ferreira-Neto et al., 2023). Creativity is not only related to idea generation, but also to the ability to recognize opportunities and view failure as part of the learning process.

The creativity indicators used in this study include: (1) always asking questions, (2) challenging habits, (3) viewing failure as part of success, (4) connecting ideas to generate innovative solutions, and (5) being imaginative (Zimmerer & Scarborough, 2005; Suryana, 2011; Rimadan & Murniawaty, 2018). Creativity plays a crucial role in driving innovation and competitiveness in digital entrepreneurship.

Theoretical Foundation

This research is based on the Theory of Planned Behavior (Ajzen), which explains that entrepreneurial interest is influenced by attitudes toward behavior, subjective norms, and perceived behavioral control (Al-Mamary & Alraja, 2022; Zulwisli et al., 2024). Digital literacy shapes perceived behavioral control because it reflects students' ability to use digital technology for business. Meanwhile, creativity shapes positive attitudes toward digital entrepreneurship because it encourages individuals to view entrepreneurship as a means of innovation and expression of ideas.

Previous research has shown that digital entrepreneurial interest is influenced by various factors such as entrepreneurship education, digital literacy, creativity, and motivation (Dewi et al., 2024; Khairunisa & Sabaria, 2023; Wibowo et al., 2023). However, most studies have examined digital literacy and creativity separately and have been conducted on college students in general. Research that simultaneously examines both variables in Economics students is still limited. Therefore, this study is novel in that it simultaneously tests the influence of digital literacy and creativity on digital entrepreneurship interest among Economics Education students at the University of Riau.

Hypothesis

- H1: Digital literacy influences digital entrepreneurship interest among Economics Education students at the University of Riau.
- H2: Creativity influences digital entrepreneurship interest among Economics Education students at the University of Riau.
- H3: Digital literacy and creativity simultaneously influence digital entrepreneurship interest among Economics Education students at the University of Riau.

RESEARCH METHOD

This study used a quantitative approach with a causal research design to analyze the influence of digital literacy and creativity on students' interest in digital entrepreneurship. The study population was all students in the Economics Education Study Program at the University of Riau who had taken entrepreneurship courses. The sample was determined using a proportional random sampling technique with 72 respondents. The variables in this study consisted of digital literacy (X1), creativity (X2), and interest in digital entrepreneurship (Y). Digital literacy is defined as students' ability to access, evaluate, and utilize digital information for entrepreneurial purposes, while creativity is defined as students' ability to generate innovative ideas and recognize business opportunities. Interest in digital entrepreneurship is a student's tendency reflected through feelings of interest, attention, and involvement in digital-based entrepreneurial activities.

Data collection was conducted using a structured questionnaire based on indicators from previous research and measured using a five-level Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument was tested for validity and reliability before being used in data collection. The data obtained were analyzed using descriptive statistics and multiple linear regression analysis to determine the effect of digital literacy and creativity on digital entrepreneurship interest, both partially and simultaneously. Prior to hypothesis testing, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests. The significance level used in this study was 0.05. All respondents participated voluntarily and were given an explanation of the research objectives. The confidentiality and anonymity of respondent data were maintained throughout the research process.

RESULT AND DISCUSSION

Descriptive Analysis of Research Variables

The descriptive analysis results indicate that students' digital literacy, creativity, and interest in digital entrepreneurship are in the moderate category. This indicates that students have the ability and interest in digital entrepreneurship, but are not yet at an optimal level.

Tabel 1.
Student Digital Literacy Categories

Category	Frequency	Percentage (%)
Very Low	4	4,9
Low	10	12,7
Moderate	29	36,3
High	21	26,3
Very High	16	19,8
Total	80	100

Based on Table 1, the frequency distribution of digital literacy levels of Economics Education students at the University of Riau, it can be seen that the majority of the 102 respondents had a medium level of digital literacy, namely 37 respondents (36.3%), and only 5 respondents (4.9%) were in the very low category. Thus, it can be said that the digital literacy level of Economics Education students at the University of Riau tends to be in the medium category.

Table 2.
Student Creativity Categories

Category	Frequency	Percentage (%)
Very Low	5	5,9
Low	11	13,7
Moderate	29	36,3
High	20	25,0
Very High	15	19,1
Total	80	100

Based on Table 2, the frequency distribution of creativity levels of Economics Education students at the University of Riau, it can be seen that the majority of the 102 respondents had a moderate level of creativity, namely 37 respondents (36.3%), and only 6 respondents (5.9%) were in the very low category. Thus, it can be said that the creativity level of Economics Education students at the University of Riau tends to be in the moderate category.

Table 3.
Categories of Interest in Digital Entrepreneurship

Category	Frequency	Percentage (%)
Very Low	6	7,5
Low	9	11,3
Moderate	31	38,2
High	19	23,8
Very High	15	19,2
Total	80	100

Based on Table 3, the frequency distribution of digital entrepreneurship interest levels among Economics students at the University of Riau, it can be seen that the majority of the 102 respondents (39 respondents) had a moderate level of interest in digital entrepreneurship, with only 7 respondents (6.9%) categorized as very low. Therefore, it can be concluded that

the level of digital entrepreneurship interest among Economics students at the University of Riau tends to be moderate.

Based on the descriptive analysis, the digital literacy of Economics students at the University of Riau falls within the moderate category. This finding indicates that students have sufficient skills in utilizing digital technology, although a small number still have very low levels of digital literacy. The creativity analysis also indicates that students fall within the moderate category, indicating that their creative thinking and idea generation abilities have developed, but are not yet optimal.

Furthermore, students' interest in digital entrepreneurship also falls within the moderate category. This reflects that students' interest in digital-based entrepreneurial activities has developed, but has not yet reached its maximum level. Overall, these findings indicate that students' digital literacy, creativity, and interest in digital entrepreneurship are at a sufficient level, so that strengthening through entrepreneurship education programs and technology-based learning is still needed, so that these three variables can develop optimally.

Classical Assumption Test

The results of the classical assumption test indicate that the data meets the requirements for regression analysis.

Table 4.
Classical Assumption Test Results

Test	Result	Description
Normality(KS)	Sig. = 0,200 > 0,05	Normal
Multicollinearity	Tolerance > 0,10; VIF <10	No Multicollinearity
Heteroscedasticity	Sig. > 0,05	No Heteroscedasticity

Multiple Linear Regression Analysis

The results of the regression analysis indicate that digital literacy and creativity have a positive effect on interest in digital entrepreneurship.

Table 5.
Multiple Linear Regression Test Results

Variable	Coefficient (B)	t test	Sig.
Constant	2,500	—	—
Digital Literacy (X1)	0,411	5,119	0,000
Creativity (X2)	0,452	5,159	0,000

The regression equation obtained is:

$$Y = 2.500 + 0.411X_1 + 0.452X_2$$

Based on the multiple linear regression equation, this indicates a relationship between the independent and dependent variables. It can be seen that the positive constant value obtained is 2.500, which means that if the digital literacy (X1) and creativity (X2) variables are considered non-existent or equal to zero, or with X_1 and $X_2 = 0$, then the initial score for the dependent variable, interest in digital entrepreneurship, is 2.500.

The multiple linear regression coefficient for the digital literacy variable (X1) is 0.411, meaning that for every one-unit increase in the digital literacy variable (X1), there will be an increase in the interest in digital entrepreneurship variable (Y) of 0.411. Therefore, it can be concluded that digital literacy has a positive influence on interest in digital

entrepreneurship; each increase in digital literacy will be followed by an increase in interest in digital entrepreneurship.

The multiple linear regression coefficient for the creativity variable (X2) is 0.452, meaning that for every one-unit increase in the creativity variable (X2), there will be an increase in the interest in digital entrepreneurship variable (Y) of 0.452. So it can be concluded that creativity has a positive influence on interest in digital entrepreneurship; every increase in creativity will be followed by an increase in interest in digital entrepreneurship.

Simultaneous Test (F Test)

Table 6. F Test Results

F calculated	Sig.	Description
75,304	0,000	Significant

Based on the results of the simultaneous test (F test) in the table above, the calculated F value is 75.304, while the table F value at a significance level of 0.05 and with a freedom of 99 df1 and df2 is 3.09. Therefore, these results indicate that the calculated F value is greater than the table F value ($75.304 > 3.09$). Furthermore, the obtained significance value of 0.000 is less than 0.05 ($0.000 < 0.05$). Based on these test results, H_0 is rejected and H_a is accepted. It can be concluded that digital literacy and creativity simultaneously influence students' interest in digital entrepreneurship. Therefore, digital literacy and creativity can simultaneously increase students' interest in digital entrepreneurship.

Coefficient of Determination

**Table 7.
Coefficient of Determination (R^2)**

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.603	.595	3.61148

The R^2 value of 0.603 indicates that 60.3% of the variation in digital entrepreneurship interest can be explained by digital literacy and creativity, while 39.7% is influenced by other variables outside the research model.

Discussion

The results of the study indicate that digital literacy has a positive and significant impact on students' interest in digital entrepreneurship. This indicates that the greater students' ability to access, evaluate, and utilize digital technology, the greater their interest in engaging in digital entrepreneurship activities. Digital literacy gives students confidence in utilizing digital platforms such as social media and marketplaces as a means of running a business.

Furthermore, creativity has also been shown to have a positive and significant impact on interest in digital entrepreneurship. Students with high levels of creativity tend to be able to generate innovative business ideas and identify business opportunities amidst the development of digital technology. Creativity encourages students to dare to try new things, develop unique products, and adapt to the dynamic changes in the digital market.

Simultaneously, digital literacy and creativity contribute significantly to students' interest in digital entrepreneurship. The coefficient of determination of 60.3% indicates that

these two variables are the main factors in shaping students' interest in digital entrepreneurship. Digital literacy plays a role in providing technical and informational skills, while creativity serves as capital for innovation and developing business ideas. The combination of the two strengthens students' readiness to face the challenges of the digital business world.

These findings align with the theory of Planned Behavior, which states that behavioral intentions are influenced by an individual's attitude, self-control, and belief in their abilities. In the context of this research, creativity shapes positive attitudes toward digital entrepreneurship, while digital literacy increases students' perceptions of self-control in running technology-based businesses. Therefore, improving digital literacy and creativity is an important strategy in developing entrepreneurship education in higher education.

CONCLUSION

Based on the research results, it can be concluded that digital literacy and creativity have a positive and significant influence on digital entrepreneurship interest among students of the Economics Education Program at the University of Riau, both partially and simultaneously. The descriptive analysis results show that digital literacy, creativity, and students' digital entrepreneurship interest are in the moderate category, indicating that all three variables have developed but are not yet optimal. Digital literacy plays a role in improving students' ability to utilize technology as a means of entrepreneurship, while creativity encourages students to generate innovative business ideas. Simultaneously, these two variables make a significant contribution to shaping students' digital entrepreneurship interest. Therefore, further research is recommended to add other variables such as self-efficacy, entrepreneurial motivation, family environment, and institutional support, as well as expanding the research subjects to different study programs and universities to obtain more comprehensive results and strengthen the generalizability of the findings.

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