

THE ANTECEDENTS OF DIGITAL ENTREPRENEURIAL INTENTION AMONG MANAGEMENT STUDENTS IN BANTEN

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ABSTRACT

The aim of this research is to analyze the influence of entrepreneurial education and the theory of planned behavior on digital entrepreneurial intention at universities in Banten. The method used in this research is quantitative with a purposive sampling method. In this research, the subjects were 230 respondents consisting of active management students. Data analysis in this study used the Smart PLS application Version 4.0. and used partial least squares-structural equation modeling (PLS-SEM). This research has the results that Attitude toward Behavior 0.167, Subjective Norm 0.158, Perceived Behavioral Control 0.132, and Entrepreneurial Education 0.163, have a positive and significant influence on Digital Entrepreneurial Intention. R^2 is 0.130 in low category. According to the managerial implication Universities located in Banten can provide facilities that bring together fellow management students interested in Digital Entrepreneurship, also can provide students with more knowledge about Digital Entrepreneurship, such as seminars.

Keywords: Attitude Toward Behavior; Subjective Norm; Perceived Behavioral Control; Entrepreneurial Education; Digital Entrepreneurial Intention

INTRODUCTION

Currently, technology has developed rapidly, and humanity has entered the digital era. The digital era is a time when humans have utilized digital systems in their daily lives (Rahayu, 2019). The digital era can provide new opportunities for entrepreneurs and even pose new challenges for them (Zulkifli et al., 2023). Technological developments can help both small and large companies reach a wider customer base (Sartono, 2021). The digital era is marked by the emergence of the internet and, in particular, information technology (Nikijuluw et al., 2020). Using mobile devices, the majority of Indonesians can access the internet (Iskandar & Isnaeni, 2019). Based on data obtained by internetworldstats in March 2021, Indonesia had 212.35 million internet users, ranking Indonesia third in Asia in terms of the number of internet users, out of a total of 2.77 billion internet users in Asia (Figure 1).

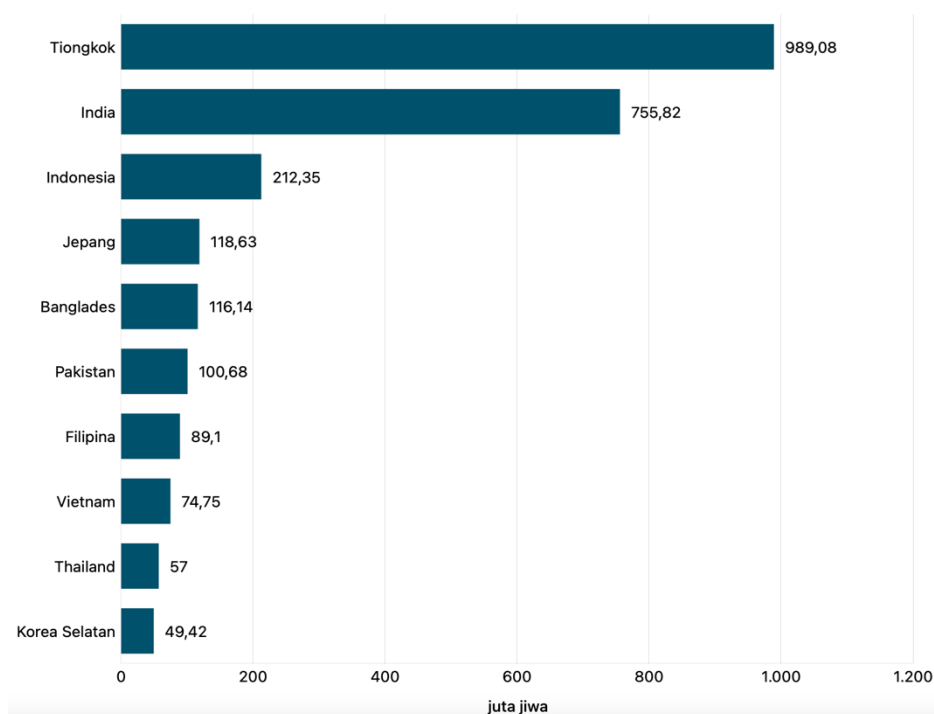


Figure 1. Number of Internet Users
Source: databoks.katadata.co.id (2021).

Digital entrepreneurship has grown worldwide, including in Indonesia (Santoso, 2021). Entrepreneurship in Indonesia is growing through e-commerce, enabling small and medium-sized businesses to compete in the globalization era (Harini & Handayani, 2019). Based on data from Lidwina (2020), Indonesia's online business sector is predicted to grow 3.7-fold compared to 2018 by 2025 (Figure 2).

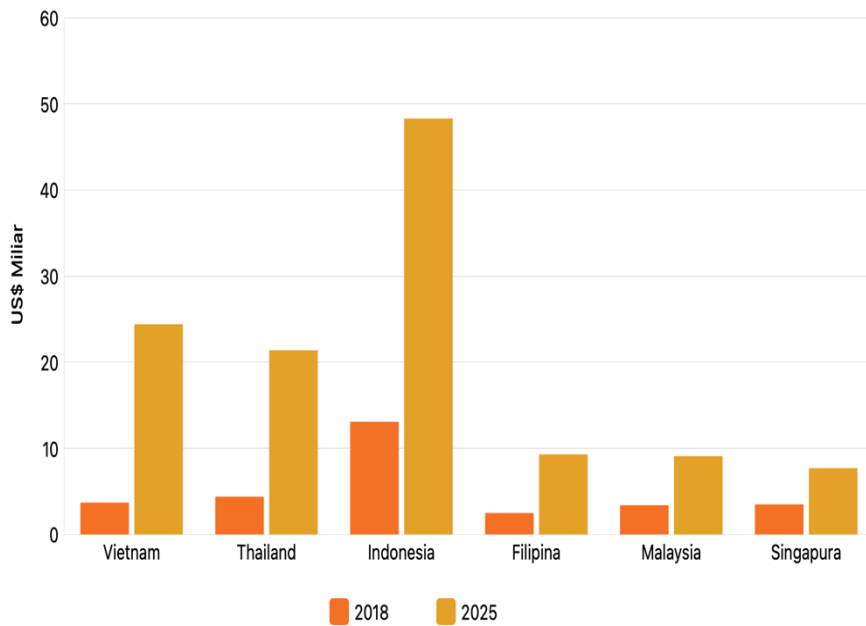


Figure 2. The Rise of the Online Business Sector.
 Source: databoks.katadata.co.id (2025)

Entrepreneurial education is a solution to increase the number of entrepreneurs in Indonesia (Kodrati & Christina, 2020). According to data from the higher education statistics report, the management study program ranked first in the category of the largest number of students in 2020, with 956,563 students (Figure 1.3). The high number of management students in Indonesia means that many young people in Indonesia have an understanding of management that can be used to start businesses.

Table 1. Number of Students by Study Program

No.	Nama Data	Nilai / Mahasiswa
1	Manajemen	956.563
2	Pendidikan Guru SD	441.098
3	Akuntansi	395.255
4	Ilmu Hukum	338.573
5	Teknik Informatika	257.938
6	Administrasi Negara	234.313
7	Pendidikan Agama Islam	192.425
8	Ilmu Komunikasi	186.378
9	Teknik Sipil	155.466

10	Sistem Informasi	153.645
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Source: databoks.katadata.co.id (2025)

Based on the three data above, this study was conducted to determine whether entrepreneurial education and the theory of planned behavior have an influence on the interest in digital entrepreneurship among 212.35 million internet users in Indonesia so that the prediction that Indonesia will experience a 3.7-fold increase in the online business sector can be realized.

LITERATURE REVIEW

Entrepreneurial Education

Entrepreneurial education is an activity aimed at instilling entrepreneurial thinking, enhancing entrepreneurial intentions, competencies, and attitudes, enabling individuals to enhance their potential by fostering innovative and creative behavior (Indriyani & Christina, 2023). Entrepreneurship education is an effort to instill entrepreneurial values in students to achieve educational goals. Entrepreneurship education aims to teach students how to become independent business owners and how to maintain a learning environment using entrepreneurial behaviors such as creative thinking and responsibility (Hasan, 2020).

Theory of Planned Behavior

According to the theory of planned behavior, an individual's intention describes the individual's desire to perform a certain behavior (Hutabarat, 2020). In the theory of planned behavior, there are three factors that can influence intention towards an action: attitude toward behavior, subjective norms, and perceived behavioral control.

Attitude toward Behavior

Attitude toward behavior is derived from a person's belief in the consequences of performing a particular action (Iskandar & Isnaeni, 2019). Attitude toward behavior can trigger intention (Santosa et al., 2023). Intention indicates the extent to which an individual will attempt a behavior and the amount of effort they will expend.

Subjective Norm

Subjective Norm is the social pressure exerted on an individual to perform a behavior (Wiwoho & Riptiono, 2022). Subjective norm is formed by two factors: Firstly, normative beliefs, beliefs in others about whether or not a subject should perform a behavior, or normative beliefs about others' expectations of them about what they should. Secondly, compliance motivation, motivation aligned with normative beliefs or aligned with a reference group.

Relationship between Variables

Attitude toward Behavior towards Digital Entrepreneurial Intention

Attitude toward behavior significantly influences the entrepreneurial intentions of informatics students in Pontianak, with confidence levels reaching 95% and 99%. Both studies are also supported by research by Ikhwan et al. (2021), which states that attitude toward behavior has a positive and significant influence on the entrepreneurial intentions of students in the Faculty of Agriculture at Tidar University. This shows that the more positive students' views toward entrepreneurship, the greater their entrepreneurial intentions.

H1: Attitude toward behavior has a positive influence on digital entrepreneurial intention

Subjective Norm Towards Digital Entrepreneurial Intention

A study by Al Hafiz et al. (2022) found that subjective norms significantly influence entrepreneurial intention in management students at Harapan University, Medan. This is because the greater a person's motivation to comply with others' views on entrepreneurship, the greater their entrepreneurial interest. Another study by Anam et al. (2021) on active students at the State Islamic Institute in Salatiga demonstrated that the amount of support provided to students can increase their entrepreneurial interest.

H2: Subjective norm has a positive influence on digital entrepreneurial intention

Perceived Behavioral Control Towards Digital Entrepreneurial Intention

In a study by Fitria et al. (2022) conducted on 12th-grade SMKN students majoring in Accounting in Kuningan Regency, it was found that perceived behavioral control has a positive influence on entrepreneurial intention. Research conducted by Susanti and Nugraha (2022) also stated that perceived behavioral control has a positive influence on entrepreneurial intention of students at SMKN 1 in Lamongan. Research by Indriyani and Christina (2023) also stated that perceived behavioral control has a positive influence on entrepreneurial intention of Management study program students in Surabaya. This is because when students have control in deciding to become entrepreneurs, the tendency will manifest in entrepreneurial actions.

H3: Perceived behavioral control has a positive influence on digital entrepreneurial intention

Entrepreneurial Education Towards Digital Entrepreneurial Intention

Research by Reffandi and Sulistyowati (2023) found that entrepreneurial education positively impacts the entrepreneurial intentions of students at an Online Business and Marketing Vocational School in Surabaya. This is because students are introduced to tips and knowledge for starting a business. Research conducted by Setiawan and Lestari (2021) also found that entrepreneurial education significantly impacts the entrepreneurial intentions of 134 active students at four private universities in Tangerang. Both studies are also supported by Gunawan (2022), who found that entrepreneurial education influences entrepreneurial intentions.

H4: Entrepreneurial education has a positive influence on digital entrepreneurial intention

Conceptual Framework

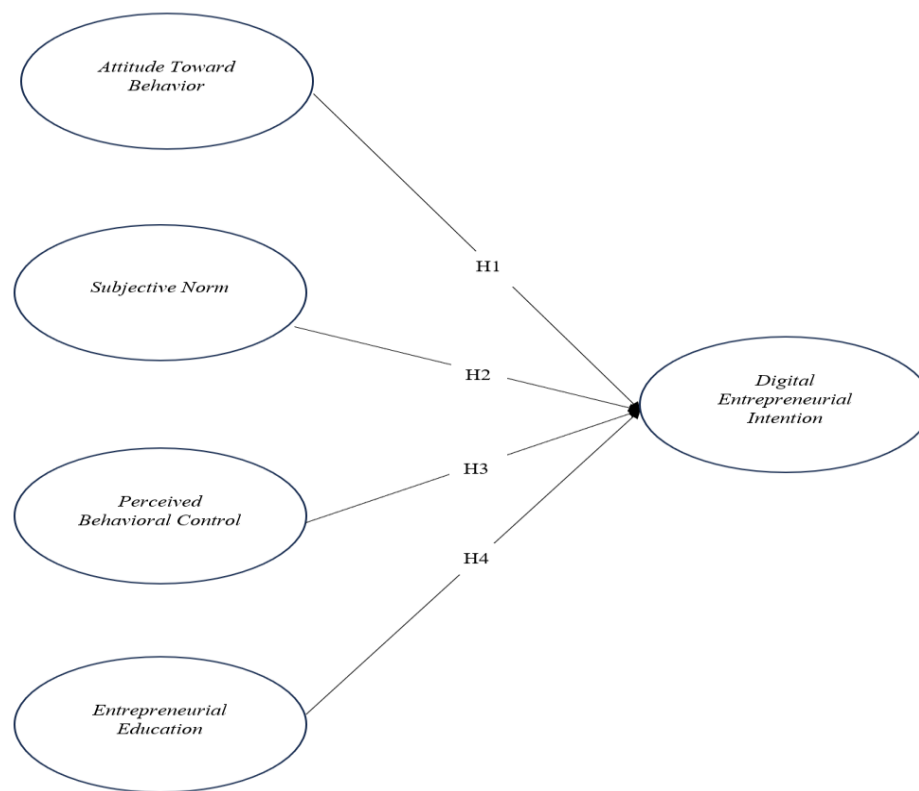


Figure 3. Conceptual Framework

RESEARCH METHOD

The type of research chosen for this study is quantitative research. Quantitative research is considered a scientific method because it meets scientific requirements, namely, it must be empirical, objective, systematic, measurable, and rational. Because the data to be collected is in numerical form, a quantitative research method will be used in this study. Data analysis will be performed on the collected data to demonstrate the relationships between variables and draw conclusions for this study. The researcher chose digital entrepreneurial intention as the research object because technology is currently developing rapidly and humans have entered the digital era. This study was conducted so that researchers could determine whether variables from the theory of planned behavior, such as attitude toward behavior, subjective norms, and perceived behavior, can influence students' digital entrepreneurial intentions. The subjects selected for this study were active students in the management study program.

The population of this study is active students at a university located in Banten. The sample is a subset of the population that will serve as the source of the actual data (Amin et al., 2023). The sample used for this study is active management students in Tangerang aged 18 to 24 years. Sekaran and Bougie (2021) suggest that a sample size in a study is 30 to 500 samples. Hair et al. (2019) states that the number of indicators multiplied by a number between 5 and 10 will provide an appropriate sample size. Therefore, the 23 indicators in this study will be multiplied by the maximum number, namely 10, resulting in 230 samples.

Purposive sampling is a sampling technique that researchers can use when certain considerations are needed to determine the sample for a specific purpose (Sekaran & Bougie,

2021). Purposive sampling was chosen in this study because the researchers only selected respondents who met the established criteria, so not everyone could be a respondent.

The number of respondents obtained by the researcher was 230, which met the researcher's requirements, namely that the respondents were active students at universities in Banten. The researcher will use Smart-PLS 4.0 software for data processing and hypothesis testing based on the actual data obtained.

RESULTS AND DISCUSSION

Respondent Profile

The respondent profile explains the personal information of the respondent, including age, year of study, and university.

Table 2. Respondent's Age.

Age	Respondent	Percentage
18-21	63	27.39
21-24	161	70%
>24	6	2.61%
Total	230	100%

Source: Data is processed using Smart PLS 4.0 (2026).

From table 2, it can be seen the age of the respondents, and the largest age of the respondents is 21-24 years with a percentage of 70%.

Table 3. Respondent's Batch

Batch	Respondent	Percentage
2018	20	8.7%
2019	53	23.04%
2020	40	17.39%
2021	69	30%
2022	34	14.78%
2023	14	6.09%
Total	230	100%

Source: Data is processed using Smart PLS 4.0 (2026).

From table 3, it can be seen that the respondent generation and the largest number of respondent generations are 2021 with a percentage of 30%.

Table 4. Respondent's University

University	Student	Percentage
Universitas Pelita Harapan	139	60.43%
Universitas Bunda Mulia	18	7.83%
Universitas Multimedia Nusantara	17	7.39%
Universitas Prasetya Mulia	11	4.78%
Universitas Pradita	27	11.74%
Universitas Gunadarma	18	7.83%
Total	230	100%

Source: Data is processed using Smart PLS 4.0 (2026).

From table 4, it can be seen which universities the respondents came from and the university with the most respondents was Universitas Pelita Harapan with a percentage of 60.43%.

Descriptive Statistic

The following are the results of calculating descriptive statistical data from these variables:

Table 5. Descriptive Statistic Results

Indicator	Min	Max	Mean
ATB1	3	5	4.578
ATB2	3	5	4.830
ATB3	2	5	4.643
Rata-rata Variable <i>Attitude Toward Behavior</i>			4.683

Source: Data is processed using Smart PLS 4.0 (2026)

Table 5 shows that the average value of the attitude toward behavior variable is 4.683, which falls into the strongly agreed category. The lowest average value is found in ATB1, at 4.578, which falls into the strongly agree category, and the highest average value is found in ATB2, at 4.830, which falls into the strongly agreed category.

Subjective Norm

In this study, the subjective norm variable has 4 indicators, the following are the results of calculating descriptive statistical data from this variable:

Table 6. Descriptive Statistic Subjective Norm

Indicator	Min	Max	Mean
SN1	3	5	4.326
SN2	3	5	4.261
SN3	3	5	4.387
SN4	3	5	4.387
Average of variable <i>Subjective Norm</i>			4.340

Source: Data is processed using Smart PLS 4 (2026).

Reliability Test

At this stage, the researcher will discuss the results of Cronbach's alpha and composite reliability from the data results of 230 respondents.

Table 7. Cronbach's Alpha and Composite Reliability Actual Test

Indicator	Cronbach's Alpha	Composite Reliability
ATB	0.717	0.840
EE	0.771	0.850
DEI	0.877	0.908
PBC	0.829	0.883
SN	0.839	0.890

Source: Data is processed using Smart PLS 4.0 (2026).

Table 7 shows that all variables have Cronbach's alpha values above 0.7, thus confirming the validity of the Cronbach's alpha results from the actual test (Hair et al., 2019). Table 4.12

also shows that all variables have composite reliability values above 0.7, thus confirming the reliability of the composite reliability results from the actual test (Hair et al., 2019).

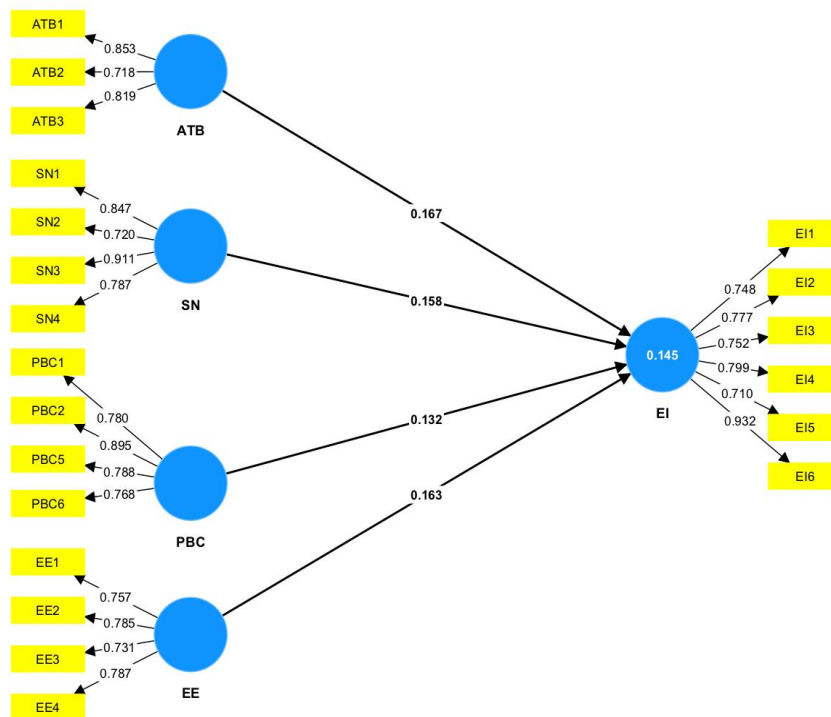


Figure 4. Outer Model

Source: Data is processed using Smart PLS 4.0 (2026)

Coefficient Determinant Test

Table 8. Coefficient Determinant Test Uji (R^2)

	R- Square Adjusted	Category
DEI	0.130	Low

Source: Data is processed using Smart PLS 4.0 (2026).

Table 8 shows that the coefficient of determination for the actual test is 0.130, which is considered low but still acceptable given the good values of other statistics (Ozili, 2023). Therefore, the coefficient of determination affects the EI variable by 13%.

Hypotheses Test

To test the Path Coefficient of this study, researchers will use Smart-PLS software to perform one-tailed bootstrapping. This actual study will use a significance level of 0.05 and a critical t-statistic value of 1.645, and p-values must be less than 0.05. If the results of the p-values and t-statistics do not meet the criteria, then the hypothesis is rejected.

Table 9. Path Hypothesis Results- Actual Test

		Original Sample	T-Statistics	P Values	Result
H1	ATB -> DEI	0.167	2.349	0.009	Support
H2	EE ->DEI	0.163	2.558	0.005	Support

H3	PBC -> DEI	0.132	2.189	0.014	Support
H4	SN -> DEI	0.158	2.149	0.016	Support

Source: Data is accessed using Smart PLS 4.0 (2026).

CONCLUSION

Attitude toward Behavior has a positive and significant effect on Digital Entrepreneurial Intention among active management students in Banten. This research is supported by research by Herdiansyah (2020), which states that Attitude toward Behavior has a significant effect on Entrepreneurial Intention. Subjective Norm has a positive and significant effect on Digital Entrepreneurial Intention among active management students in Banten. This research is supported by research by Isma (2022), which states that Subjective Norm has a positive and significant effect on Digital Entrepreneurial Intention. Perceived Behavioral Control has a positive and significant effect on Digital Entrepreneurial Intention among active management students in Banten. This research is supported by research by Srikalimah et al. (2023), which states that Perceived Behavioral Control has a positive and significant effect on Digital Entrepreneurial Intention. Entrepreneurial Education has a positive and significant effect on Digital Entrepreneurial Intention among active management students in Banten. This research is supported by research by Santoso and Tanoto (2020) which states that Entrepreneurial Education has a positive and significant effect on Digital Entrepreneurial Intention.

MANAGERIAL IMPLICATION

Attitude toward Behavior has a positive and significant effect on Digital Entrepreneurial Intention. Universities located in Banten can support active management students through events that can increase their interest in Digital Entrepreneurship. Subjective Norm has a positive and significant effect on Digital Entrepreneurial Intention. Universities located in Banten can provide facilities that bring together fellow management students interested in Digital Entrepreneurship, allowing them to meet and interact with other students with similar interests. This creates a new, supportive environment. Perceived Behavioral Control has a positive and significant effect on Digital Entrepreneurial Intention. Universities located in Banten can host events that give students the opportunity to start Digital Entrepreneurship, such as online bazaars. This way, students gain hands-on experience to prepare themselves for the process of becoming Digital Entrepreneurs. Entrepreneurial Education has a positive and significant effect on Digital Entrepreneurial Intention. Universities located in Banten can provide students with more knowledge about Digital Entrepreneurship, such as seminars.

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