



# The Effect of Digital Literacy, Work Experience, and Family Support on Entrepreneurial Interest With Self-Confidence as a Moderation

**Deri Rahmania Luhri<sup>1</sup>, Trisno Martono<sup>1</sup>, Feri Setyowibowo\*<sup>1</sup>**

<sup>1</sup>Economic Education, Faculty of Teacher Training and Education, Universitas Sebelas Maret Surakarta

Email: [ferysw@staff.uns.ac.id](mailto:ferysw@staff.uns.ac.id)

Article Info	Abstract
<b>Article History</b> Received: January, 2026 Revised: March, 2026 Published: June, 2026	This study aims to analyze the influence of digital literacy, work experience, and family support on entrepreneurial intentions using the Theory of Planned Behavior (TPB) framework. Entrepreneurial intentions are seen as an important predictor of future entrepreneurial behavior, particularly in the context of rapid digital transformation. This study used a quantitative approach with a survey method. The study population was university students with a sample of 230 respondents selected using a proportional sampling technique. Data were collected through a structured questionnaire with a five-point Likert scale. The data analysis technique used was path analysis with the help of SPSS. The results showed that digital literacy had a positive and significant effect on entrepreneurial attitudes, work experience had a significant effect on perceived behavioral control, and family support had a significant effect on subjective norms. Furthermore, entrepreneurial attitudes, perceived behavioral control, and subjective norms were proven to have a positive and significant effect on entrepreneurial intentions. These findings confirm that the Theory of Planned Behavior is an appropriate model in explaining entrepreneurial intentions. This study emphasizes the importance of strengthening digital literacy, providing relevant work experience, and family support in fostering students' entrepreneurial intentions in the digital era.
<b>Keywords:</b> Digital Literacy, Work Experience, Family Support, Entrepreneurial Interest, Self-Confidence	
Doi: <a href="http://dx.doi.org/10.23960/E3J/v9.i1.41-48">http://dx.doi.org/10.23960/E3J/v9.i1.41-48</a>	

## INTRODUCTION

Entrepreneurial intention is a key factor in driving entrepreneurial behavior and plays a crucial role in economic development through job creation and increased innovation. In the context of developing countries, entrepreneurship is also viewed as a strategic solution to reduce unemployment and increase the economic independence of the younger generation. Therefore, understanding the factors that shape entrepreneurial intention is a crucial issue in entrepreneurship studies.

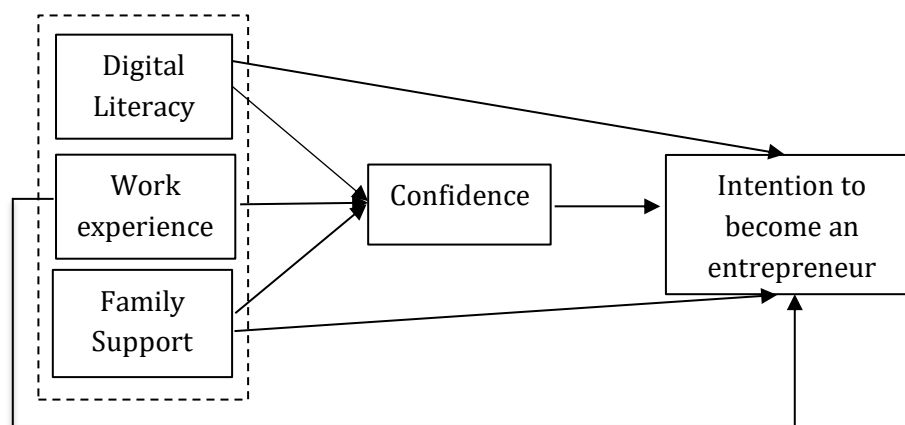
The Theory of Planned Behavior (TPB) explains that entrepreneurial intention is influenced by attitudes toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). This framework is widely used in entrepreneurship research because it comprehensively integrates psychological, social, and experiential factors within an individual (Ajzen, 2005). Through TPB, entrepreneurial intention is understood as the result of a rational cognitive process, not simply a spontaneous impulse. In the era of digital transformation, digital literacy is a crucial competency that supports individuals in accessing information, utilizing technology, and effectively managing business opportunities. Digital literacy enables individuals to recognize market opportunities, utilize digital platforms, and manage technology-based businesses. However, several studies indicate that digital literacy functions more as a supporting factor for business operations than as a direct driver of entrepreneurial intentions (Hidayat et al., 2020; Sari et al., 2025). Digital literacy tends to indirectly influence entrepreneurial intentions through the formation of entrepreneurial attitudes or practical experience.

In addition to digital literacy, work experience plays a crucial role in shaping an individual's readiness and courage to become an entrepreneur. Work experience provides real-world learning about responsibility, decision-making, risks, and the dynamics of the business world, thereby enhancing perceptions of self-control (Hasbi, 2019; Rahmatullah et al., 2023). Individuals with adequate work

experience tend to have better mental, technical, and strategic readiness to start a business (Nguyen et al., 2024; Nuswantoro, 2025). Social factors, particularly family support, are also important determinants in the formation of entrepreneurial intentions. Family support provides social legitimacy, emotional motivation, and a sense of psychological and financial security, encouraging individuals to take business risks (Yulistia & Ganesha Rahyuda, 2022; Sari et al., 2025). Within the TPB framework, family support represents a subjective norm that influences an individual's decision to choose entrepreneurship as a career (Ajzen, 2005).

Self-confidence is a psychological factor related to an individual's belief in their own abilities to face challenges and make decisions. Self-confidence is reflected in confidence in one's abilities, courage to act, optimism, independence, and the ability to manage stress (Sani et al., 2022; Rahmatullah et al., 2023). Theoretically, self-confidence is believed to foster entrepreneurial intentions because it is associated with the courage to face risks and uncertainty (Otahe et al., 2021). However, empirical findings indicate that self-confidence does not always have a significant direct effect on entrepreneurial intention without the support of real-life experiences and a conducive social environment (Rahmatullah et al., 2023; Suhermin et al., 2023). In addition to internal factors, external factors such as rewards and obstacles also influence entrepreneurial intention. Rewards, whether in the form of financial gain, job autonomy, or social recognition, serve as direct drivers that increase an individual's motivation to choose entrepreneurship as a career alternative (Mitra et al., 2022; Nguyen et al., 2024). Conversely, economic, social, and psychological obstacles to entrepreneurship can weaken or strengthen the influence of other factors on entrepreneurial intention (Shahid, 2023; Yuen et al., 2022).

Based on this description, there remains a research gap regarding how digital literacy, work experience, family support, and self-confidence interact to shape entrepreneurial intention within a comprehensive SDG framework. Therefore, this study aims to integrate these variables within the framework of the Theory of Planned Behavior in order to obtain a more comprehensive understanding of the factors that influence students' entrepreneurial intentions.



**Figure 1.** Research Framework

Digital Literacy (DL) has a positive influence on students' Entrepreneurial Intention (EI); Work Experience (WE) has a positive influence on students' Entrepreneurial Intention (EI); Family Support (FS) has a positive influence on students' Entrepreneurial Intention (EI); Digital Literacy (DL) has a positive influence on students' Self-Confidence (SC); Work Experience (WE) has a positive influence on students' Self-Confidence (SC); Family Support (FS) has a positive influence on students' Self-Confidence (SC); Self-Confidence (SC) strengthens the relationship between Digital Literacy (DL) and students' Entrepreneurial Intention (EI); Self-Confidence (SC) strengthens the relationship between Work Experience (WE) and students' Entrepreneurial Intention (EI); and Self-Confidence (SC) strengthens the relationship between Family Support (FS) and students' Entrepreneurial Intention (EI).

## **METHODS**

This study employed a quantitative approach with a correlational design to examine the

relationships and influences between variables based on empirical data. The research design was used to a limited extent as a general framework to guide the data collection and analysis process to systematically achieve the research objectives (Putra et al., 2025). The quantitative approach was chosen because the research data are expressed numerically and analyzed using statistical techniques to test the research hypotheses (Najwa et al., 2025).

The research data were collected through a survey method using a structured questionnaire. The use of questionnaires is considered effective in capturing respondents' perceptions, experiences, and assessments of the research variables in an objective and measurable manner, and is capable of reaching a large number of respondents (Waruwu et al., 2025). This method aligns with the characteristics of quantitative research, which emphasizes the measurement of variables and the generalization of research results (Creswell & Creswell, 2021). This research was conducted at the Faculty of Teacher Training and Education (FKIP) of Sebelas Maret University, specifically in the Economics Education Study Program, with respondents being active students from the 2022 and 2023 intakes who had or were currently taking entrepreneurship courses.

Data collection was conducted through a survey method using a structured questionnaire designed to measure Digital Literacy (D), Work Experience (PK), Family Support (DK), Self-Confidence (KD), Entrepreneurial Intention (NB), and the control variables of Rewards and Barriers. The use of questionnaires is considered effective in capturing respondents' perceptions, experiences, and assessments objectively and measurably, and allows for data collection from a relatively large number of respondents (Waruwu et al., 2025). This method aligns with the characteristics of quantitative research, which emphasizes the measurement of variables and the generalization of research results (Creswell & Creswell, 2021).

The data analysis technique used was path analysis. Path analysis is a development of multiple linear regression analysis used to estimate causal relationships between variables in a research model constructed based on a theoretical foundation. This analysis does not directly establish causal relationships, but is able to illustrate the pattern of direct and indirect relationships between independent variables, dependent variables, and moderating variables through standardized path coefficients (Ghozali). Before conducting the path analysis, the researcher constructed a path diagram depicting the relationships between variables in accordance with the research hypothesis. Based on the diagram, the research structural equation is formulated as follows:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_z$$

$$Y = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + \beta_7 Z + e_y$$

with  $X_1$  representing digital literacy,  $X_2$  representing work experience,  $X_3$  representing family support,  $Z$  representing self-confidence, and  $Y$  representing entrepreneurial intention. The  $\beta$  coefficient indicates the magnitude and direction of the influence between variables, while the error ( $e$ ) represents the influence of other variables outside the model.

The research variables in this study include digital literacy, work experience, and family support as independent variables; entrepreneurial intention as the dependent variable; and self-confidence as a moderating variable. Digital literacy is defined as an individual's ability to access, understand, evaluate, and utilize digital technology for productive and entrepreneurial activities (Fitriyani, 2022). Work experience is an individual's experience in the world of work, both formal and informal, which provides practical learning in the form of skills and understanding of the dynamics of work and business (Amanda et al., 2024). Family support is the emotional, moral, and social assistance provided by the family to support individual decision-making, including choosing entrepreneurship as a career (Duran et al., 2021). Self-confidence is an individual's belief in their abilities and potential in facing challenges and making decisions independently (Wayan, 2019), while entrepreneurial intention is defined as an individual's desire and commitment to start and run a business as a future career choice (Sani et al., 2022).

## RESULTS AND DISCUSSION

### A. Result

The results of this study indicate that descriptively, respondents have relatively high levels of digital literacy, work experience, family support, self-confidence, and entrepreneurial intentions. Respondents in this study were 146 active undergraduate students at Sebelas Maret University (S-1) who have or are currently taking entrepreneurship courses. Based on the characteristics of the class, respondents came from the classes of 2022 and 2023. In the class of 2022, the composition of respondents was dominated by female students at 87.23%, while males were 12.77%. Meanwhile, in the class of 2023, female respondents reached 78.40% and male respondents were 21.60%. This distribution indicates that the participation of female students in entrepreneurship research is relatively higher than male students in both classes. The data obtained were then tabulated and analyzed using path analysis to test the causal relationship between variables, both direct and indirect influences, in accordance with the formulated research model. The complete descriptive analysis results of respondents and research variables are presented in Table 1.

**Table 1.** Descriptive Analysis Results of Respondents and Research Variables

Variabel	Mean	Median	Std.Deviation	Minimum	Maximum
Digital Literacy (X1)	24.69	25	3.68	9	30
Work Experience (X2)	26.97	28	6.825	7	35
Family Support (X3)	18.34	19	3.891	6	25
Self-Confidence (Z)	19.03	20	4.199	5	25
Entrepreneurial Intention (Y)	38.29	40	6.764	14	50
Rewards (K1)	23.74	24	4.555	6	30
Barriers (K2)	30.94	31	5.888	15	45

Based on Table 1, the descriptive statistics show that respondents generally have characteristics that support entrepreneurial intentions. Digital literacy ( $X_1$ ) had an average score of 24.69 out of a maximum score of 30, with a relatively homogeneous distribution of data, indicating a fairly high level of digital literacy. Work experience ( $X_2$ ) showed an average score of 26.97 out of a maximum score of 35, with considerable variation. Meanwhile, family support ( $X_3$ ) had an average score of 18.34 out of a maximum score of 25, indicating relatively good family support. Self-confidence ( $Z$ ), as an intervening variable, had an average score of 19.03 out of a maximum score of 25, indicating a relatively strong level of self-confidence among respondents. Meanwhile, entrepreneurial intentions ( $Y$ ) had an average score of 38.29 out of a maximum score of 50, which is in the high category. The control variables of rewards ( $K_1$ ) and obstacles ( $K_2$ ) indicate that respondents perceive both potential benefits and obstacles in entrepreneurial activities.

The results of the classical assumption test indicate that all regression models meet the analysis requirements, characterized by normally distributed data and the absence of multicollinearity, heteroscedasticity, or autocorrelation, making the models suitable for path analysis. The first stage of the path analysis indicates that digital literacy, work experience, and family support significantly influence self-confidence, with work experience being the most dominant factor. This model is able to explain 70.4% of the variation in respondents' self-confidence. In the second stage, work experience and family support were shown to have a direct and significant influence on entrepreneurial intention, while digital literacy and self-confidence did not show a significant direct influence. These results indicate that entrepreneurial intention is more influenced by practical and social aspects than solely digital and psychological capabilities. The mediation test indicates that self-confidence is unable to mediate the influence of digital literacy, work experience, and family support on entrepreneurial intention. Furthermore, the moderation test indicates that the reward variable does not act as a moderator, but rather as a direct predictor of entrepreneurial intention. In contrast, the obstacle variable acts as a quasi-moderator, significantly moderating the relationship between family support and self-confidence on entrepreneurial intention. These findings suggest that the presence of tangible obstacles can weaken

the role of self-confidence, while simultaneously strengthening the importance of family support in shaping entrepreneurial intentions.

The collected data were analyzed using path analysis to determine the direct and indirect influences between variables. A partial significance test (t-test) was used to assess the influence of each independent variable on the dependent variable individually, with the hypothesis accepted if the significance value (Sig.) <0.05 and rejected if Sig. ≥0.05. The complete path analysis results are presented in Table 2. Hypothesis Analysis

**Table 2. Hypothesis Analysis**

Path of Influence	Beta ( $\beta$ )	Sig.	Conclusion
Digital Literacy (X1) → Entrepreneurial Intention (Y)	0.07	0.425	Not Significant (H1 Rejected)
Work Experience (X2) → Intention to Become an Entrepreneur (Y)	0.389	0.000	Significant (H2 Accepted)
Family Support (X3) → Intention to Become an Entrepreneur (Y)	0.316	0.001	Significant (H3 Accepted)
Digital Literacy (X1) → Self-Confidence (Z)	0.151	0.010	Significant (H4 Accepted)
Work Experience (X2) → Self-Confidence (Z)	0.535	0.000	Significant (H5 Accepted)
Family Support (X3) → Self-Confidence (Z)	0.301	0.000	Significant (H6 Accepted)

## B. Discussion

### The Effect of Digital Literacy on Entrepreneurial Intention (LD → NB)

Based on the results of the hypothesis test, Digital Literacy ( $X_1$ ) did not have a significant direct effect on students' Entrepreneurial Intention (Y) ( $\beta = 0.070$ ; Sig. = 0.425), therefore,  $H_1$  was rejected. This finding indicates that mastery of digital technology alone is insufficient to drive students' entrepreneurial intentions without the support of real-world experiences and a strong social context. Although descriptively, students' digital literacy is in the high category, digital skills are not yet a strong enough driving factor in the formation of entrepreneurial intentions, but rather serve as supporting skills for business operations. This finding is consistent with research by Hidayati et al. (2023), which showed that digital literacy does not directly influence students' entrepreneurial intentions because it serves more as a supporting skill than a trigger for initial entrepreneurial intentions (Rahmah and Gufon, 2023). Furthermore, Maudina (2022) also found that digital literacy does not necessarily directly influence entrepreneurial intention without the support of experience and social environment factors, so digital literacy functions more as a supporting skill in business operations. Maulidina (2022)

### The Effect of Work Experience on Entrepreneurial Intention (PK → NB)

Work Experience (PK) was shown to have a positive and significant effect on students' Entrepreneurial Intention (NB) ( $\beta = 0.389$ ; Sig. = 0.000), thus  $H_2$  was accepted. This finding indicates that the more work experience students have, the greater their entrepreneurial intention. Work experience provides direct exposure to the world of work, an understanding of business risks and market opportunities, and fosters mental readiness and self-confidence in facing business challenges. Descriptively, students' work experience had an average score of 26.97 out of a maximum score of 35, although there was considerable variation among respondents (minimum score = 7). This study's findings align with the findings of Fiandra et al. (2023) stated that work experience significantly influences entrepreneurial intention by increasing individual competency and practical readiness. This finding is also supported by Dragin et al. (2022), who emphasized that professional experience contributes to shaping an individual's readiness and confidence to start a business. Furthermore, Halizah et al. (2020) concluded that work experience is a strong predictor of entrepreneurial intention because it can increase practical efficacy, risk understanding, and individual confidence in entering the business world.

### **The Effect of Family Support on Entrepreneurial Intention (DK → NB)**

Family support (DK) was shown to have a positive and significant effect on students' Entrepreneurial Intention (NB) with a beta coefficient of 0.316 and a significance level of 0.001 (<0.05), thus H3 is accepted. This finding indicates that the stronger the family support students perceive, the greater their likelihood of developing entrepreneurial intention. Descriptively, the average family support score of 18.34 out of a maximum score of 25 indicates that the majority of respondents received sufficient family support, both in the form of moral encouragement, approval, and motivation. These results reinforce the concept of subjective norm in the Theory of Planned Behavior, where support from the immediate environment, particularly family, acts as positive social pressure that influences an individual's decision to become an entrepreneur. These research findings align with the study by Mauludiani et al. (2025), which stated that family support significantly influences students' entrepreneurial intentions. Furthermore, research by Fauzan et al. (2025) also demonstrated that family support plays a crucial role in shaping students' entrepreneurial intentions by strengthening motivation and self-confidence. Internationally, these results are consistent with research by Duran et al. (2021), which asserted that social support, including from family, contributes significantly to shaping entrepreneurial intentions as part of subjective norms. Furthermore, research by Yulistia and Ganesha Rahyuda (2022) confirmed that family support not only directly influences entrepreneurial intentions but also strengthens students' entrepreneurial attitudes within the framework of the Theory of Planned Behavior. The Influence of Digital Literacy, Work Experience, and Family Support on Self-Confidence (LD, PK, DK → KD)

The results of the Substructure 1 analysis show that Digital Literacy (LD), Work Experience (PK), and Family Support (DK) simultaneously have a significant effect on Self-Confidence (KD) with an  $R^2$  value of 0.704, meaning that approximately 70.4% of the variation in student self-confidence can be explained by these three variables. Partially, Work Experience has the largest contribution ( $\beta = 0.535$ ), followed by Family Support ( $\beta = 0.301$ ) and entrepreneurial intentions.

## **CONCLUSIONS AND SUGGESTIONS**

### **A. Conclusion**

Conclusion Based on the analysis and discussion, it can be concluded that the entrepreneurial intention of students in the Economics Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University, is significantly influenced by work experience and family support, while digital literacy and self-confidence do not have a significant direct effect on entrepreneurial intention. Digital literacy, work experience, and family support have been shown to significantly increase student self-confidence, with work experience being the most dominant factor. However, self-confidence does not act as a mediating variable in the relationship between digital literacy, work experience, and family support on entrepreneurial intention. This finding indicates that although students have a relatively high level of self-confidence, this confidence does not automatically encourage the formation of entrepreneurial intention without the support of practical experience and a strong social context. In addition, the results of the moderation test indicate that rewards act as a strong direct predictor of entrepreneurial intention, while obstacles function as quasi-moderators that can weaken the influence of self-confidence, but strengthen the role of family support in shaping entrepreneurial intention. Overall, this study confirms that students' entrepreneurial intention is more influenced by pragmatic and social factors than psychological factors and digital skills alone.

### **B. Suggestion**

This study shows that Work Experience (PK) and Family Support (DK) are the factors that have the most direct and significant influence on students' Entrepreneurial Intention (NB), while Digital Literacy (LD) does not have a significant direct influence despite the relatively high literacy level. This finding confirms that digital literacy plays a role more as a supporting skill for business operations rather than as the main driver of the formation of entrepreneurial intention. In addition, Digital Literacy, Work Experience, and Family Support simultaneously have a significant influence on Self-Confidence (KD), but self-confidence is not proven to mediate the relationship between the independent variables and entrepreneurial intention. In terms of moderation, Rewards (PG) acts as a strong direct predictor of

entrepreneurial intention, while Obstacles (RT) act as a quasi-moderator that strengthens the influence of family support but weakens the influence of self-confidence. Based on these findings, it is recommended that universities place more emphasis on entrepreneurship learning based on real experiences and field practice, and involve the role of family in strengthening students' entrepreneurial intention. Future research is recommended to add other psychological and contextual variables and use a more longitudinal research design so that the dynamics of entrepreneurial intention can be understood more comprehensively. (Fauzan et al. 2025).

## REFERENCES

- Arif, Muh, and Hamid Rahmad Solling. (2023). "The Role of Family Support in Enhancing Self-Confidence and Business Performance in Women Entrepreneurs." *Kontigensi: Jurnal Ilmiah Manajemen* 11(2):429–35. doi:10.56457/jimk.v11i2.488.
- Duran, Eduardo Acuna, Pradenas Wilson Daniela, Juan Carlos Oyanedel, and Roberto Jalon Gardella. (2021). "Entrepreneurial Intention and Perceived Social Support From Academics-Scientists at Chilean Universities." *Frontiers in Psychology* 12. doi:10.3389/fpsyg.2021.682632.
- Fauzan, Muhammad Gilang, Siti Fatimah Zahra, and Suparno. (2025). "Influence of Family Support and Education on Students Entrepreneurial Intentions Via Inspiration." *Jurnal Pendidikan Ekonomi, Perkantoran, Dan Akuntansi* 6(1):31–43. doi:10.21009/jpepa.0601.03.
- Fiandra, Yudha Aditya, Asmar Yulastri, Ganefri, and Rizki Hardian Sakti. (2023). "The Impact of Work Experience on Entrepreneurial Intention Among Vocational Education Students." *Journal of Technical Education and Training* 15(4):37–49. doi:10.30880/jtet.2023.15.04.004.
- Florentina, Alicia, Henry Eryanto, and Adha MAulana Amrul. (2025). "Peran Efikasi Diri Sebagai Mediasi Pengaruh Literasi Digital Terhadap Keputusan Berwirausaha Program Mahasiswa Wirausaha (PMW) UNJ Angkatan 2023." *Maeswara: Jurnal Riset Ilmu Manajemen Dan Kewirausahaan* 3(4):39–49. doi:10.61132/maeswara.v3i4.2025.
- Halizah, Nur Siti, Jahroni, Misbachul Munir, Puji Utami Lestari, Nurul Masithoh, Seno Tri Anjanarko, and Ernawati. (2020). "Pengaruh Pengalaman Kerja Dan Efikasi Diri Terhadap Niat Berwirausaha Pada Generasi Muda." *EBIS-Jurnal Ekonomi Dan Bisnis*.
- Hidayati, Besse Wediawati, and Novita Sari. (2023). "Pengaruh Literasi Kewirausahaan Dan Literasi Digital Terhadap Minat Berwirausaha Dibidang Start-Up (Studi Pada Mahasiswa)." *Jurnal Dinamika Manajemen* 11(1):2338–123.
- Maudina, Anissa. (2022). "Pengaruh Belajar Digital Literasi dan Entrepreneurial terhadap Niat Wirausaha Siswa." *Indonesia Journal of Economy, Business, Entrepreneurship and Finance* 2(2). doi:10.53067/ijebef.v2i2.
- Nisa, Khotimah, and Sakti Norida Canda. (2025). "Pengaruh Pengetahuan Kewirausahaan, Efikasi Diri, Dan Literasi Digital Terhadap Intensi Berwirausaha Mahasiswa Prodi Pendidikan Ekonomi Universitas Negeri Surabaya." *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 4(1):1653–61. doi:10.31004/jerkin.v4i1.1789.
- Nurhalliza, Ika Cendelia, and Edi Firdaus. (2024). "Pengaruh Keinginan Berwirausaha Yang Disarankan Terhadap Niat Berwirausaha Melalui Kepercayaan Diri Berwirausaha Pada Mahasiswa Program Sarjana Universitas Komputer Indonesia." *JEMBA: Journal Of Economics, Management, Business, and Accounting* 4:179–93.
- Rahmah, Rahmah, and Moh Gufron. (2023). "Pengaruh literasi digital dan efikasi diri terhadap intensi berwirausaha mahasiswa universitas bhinneka PGRI tulungagung." *ARMADA: Jurnal Penelitian Multidisiplin* 1(7):684–97. doi:10.55681/armada.v1i7.677.
- Robbani, Mochammad Burhanuddin, Laily Muzdalifah, Ayu Lucy Larassaty, and Afifat Sholikhah. (2025). "The Influence of Digital Literacy, Self-Efficacy, and Social Environment on the Intention to Become an Entrepreneur among Gen-Z in Coastal Areas." *Journal of Educational Management Research* 4(2):424–40. doi:10.61987/jemr.v4i2.934.
- Syahriana, Asdar Andi, Sitti Hasbiah, and Mulyadi Ar. (2024). "Do Self-Efficacy, Financial Literacy, and Digital Literacy among Students Contribute to Entrepreneurial Behavior through Entrepreneurship Education?" *Journal of Entrepreneurship Review* 2(1). <https://doi.org/10.62794/pjer.v2i1.2471>

Yulistia, Ema Kadek, and Agoes Ganesha Rahyuda. (2022). "Peran Mediasi Sikap Berwirausaha Pada Pengaruh Pendidikan Kewirausahaan Dan Dukungan Keluarga Terhadap Niat Berwirausaha." *Jurnal Ekonomi* XIX(1):37-54.