



Predicting Students' Digital Entrepreneurial Intention: The Mediating Role of Knowledge and Inspiration

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Abstract

This study was intended to investigate how the direct effect of digital entrepreneurship education on digital entrepreneurship intentions and reveal the mediating role of knowledge and entrepreneurial inspiration. Our quantitative approach uses survey methods to address the proposed hypotheses. Approximately 340 students in five and seventh grade from Universitas Negeri Jakarta were participated as volunteers in this study. Moreover, the collected data were analyzed by using SEM-PLS with SmartPLS 3.0. The findings remarked that digital entrepreneurship education could promote students' digital entrepreneurship intentions. This study provided insights related to psychological aspects in the form of entrepreneurial inspiration as one of the predictor variables and mediators for increasing digital entrepreneurship intentions. This research also confirmed that entrepreneurial knowledge took a role as a mediator for digital entrepreneurial intentions. This research is the first step to exploring further the critical role of digital entrepreneurship education as the right strategy to enhance the number of new entrepreneurs.

How to Cite

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INTRODUCTION

Digital entrepreneurship has become an interesting study for the last five years, primarily during Coronavirus (COVID-19) pandemic (Qermane & Mancha, 2021; Rodrigues-Pinto et al., 2021). Digital entrepreneurship enables people to start and manages their business (Kraus et al., 2018; Abubakre et al., 2021). Moreover, the connection between business managers and consumers is becoming easier and faster. The positive impact of digital entrepreneurship can be seen in the number of entrepreneurs who have worked in this field (Achmad et al., 2016; Baierl & Brem, 2019; Elia et al., 2020).

Concerning Indonesia, the government is aggressively making various breakthroughs to raise entrepreneurship intentions through entrepreneurship education (Maryati & Masriani, 2019; Muafi et al., 2021). This strategic step is expected to effectively shift the paradigm of prospective entrepreneurs from conventional to digital entrepreneurship (Maryati & Masriani 2019). Some scholars in believing that enrollment in digital entrepreneurship will impact the ease of doing business and people's welfare (Maryati & Masriani, 2019; Muafi et al., 2021).

Some literature remarks that entrepreneurship can assert an essential portion in acquaintance with entrepreneurial intentions (Karyaningsih et al., 2020; Handayati et al., 2021; Mukhtar et al., 2021). First, entrepreneurship education creates and develops a business culture that animates all individual activities. Second, it provides a series of learning activities where students can elaborate toward conventional and digital entrepreneurship. Third, it enhances entrepreneurial skills so that students are better prepared if they will later start digital entrepreneurship. However, several scholars revealed that entrepreneurship education can be effective when it is accompanied by cross-curricular activities, internships in digital entrepreneurship business units, and digital business training that is more specific in the areas of creativity and product innova-

tion (Iglesias-Sánchez et al., 2016; Mukhtar et al., 2021; Handayati et al., 2021).

Digital entrepreneurship education on campus is a practical choice to increase students' intention in digital business (Choi & Markham, 2019). It implies that sufficient digital entrepreneurship knowledge will prepare students to segment consumers, develop a business model canvas (BMC), manage resources, use various digital features for marketing, and evaluate business continuity. Moreover, knowledge related to digital business from entrepreneurship education will also make it easier for students to deal with various obstacles that may occur in running a digital business (Ni & Ye, 2018; Qermane & Mancha, 2021).

Digital entrepreneurship education has the benefit of inspiring students in engaging with digital business immediately (Nabi et al., 2018; Ahmed et al., 2020). Digital entrepreneurship education can be provided by elaborating technology, which enables students to have the knowledge, e.g., profiles of successful entrepreneurs. The experience of how successful entrepreneurs are will provide a new insight for students who were previously less interested in digital business. Moreover, digital entrepreneurship education also brings these successful entrepreneurs into the classroom and becomes a coach for students involving online meeting platforms (Nabi et al., 2018; Secundo et al., 2021).

In addition to digital entrepreneurial education, knowledge of business is essential in driving the intention of digital business. Some preliminary studies, for example, Ni and Ye (2018); Karyaningsih et al. (2020), found that entrepreneurial knowledge is fundamental for entrepreneurs to develop suitable goods or services to accomplish market wants and needs, segment markets, and do digital marketing, which is important in digital entrepreneurship.

The underlying rationale is that an entrepreneur will deal with chances, lead about change, and maximize existing resources (Jin et al., 2021). Entrepreneurial knowledge has been confirmed as the dominant variable in

stimulating the birth of startups and the development of new businesses (Hutasuhut, 2018; Ni & Ye, 2018; Qermane & Mancha, 2021). Entrepreneurial knowledge can be enlarged from entrepreneurship education (Karyaningsih et al., 2020; Saptono et al., 2020).

Since the matter of entrepreneurship, the studies on this subject are also a trend. For instance, Choi and Markham (2019); Widianingsih and Darma (2021); Mugiyono et al. (2021) conducted studies on the linkage between digital business education and intention for business. However, few scholars have examined the role of digital entrepreneurial knowledge as mediator for digital entrepreneurial intention. The existing research, e.g., Karyaningsih et al. (2020), involved entrepreneurial knowledge as a predictor of conventional entrepreneurship education and intention for business.

This study provides new insights into how digital entrepreneurship education provides knowledge and inspires students to start digital businesses. This research provides at least three contributions. First, enriching the literature related to how digital entrepreneurship education affects students' digital entrepreneurship intentions by revealing the role of knowledge and entrepreneurial inspiration. Second, adding the TPB theory that knowledge and inspiration are effective predictors of intention, the intention to do digital business. Third, being a valuable input for universities and related stakeholders to escalate the number of digital-based entrepreneurs through education.

METHODS

This paper employed a quantitative approach to test the formulated hypothesis. In more precise, this study confirms how the linkage of digital entrepreneurship education (DEE) directly on digital entrepreneurship intention (DEI), also indirectly through digital entrepreneurial knowledge (DEK), and entrepreneurship inspiration (EI) as moderator variables (see Figure 1).

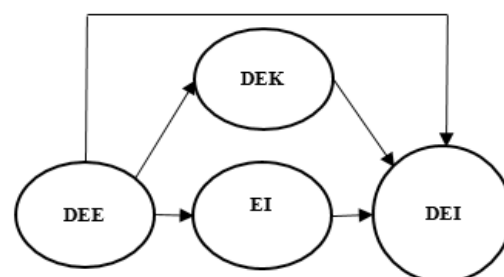


Figure 1. The Research Framework

The hypotheses that have been formulated and tested in this paper is presented as follows.

- H1: DEE positively influences DEI.
- H2: DEE positively influences DEK.
- H3: DEE positively influences EI.
- H4: DEK positively influences DEI.
- H5: EI positively influences DEI.
- H6: DEK mediates the effect of DEE on DEI.
- H7: EI mediates the effect of DEE on DEI.

We conducted this research at the Faculty of Economics, Universitas Negeri Jakarta, Indonesia. The basic rationale taking study in Universitas Negeri Jakarta is that the university has implemented digital entrepreneurship education, which equipped with a digital entrepreneurship laboratory, and it is located in DKI Jakarta as the digital business center in Indonesia.

This study used convenience sampling, which is often used by researchers in the scope of entrepreneurship studies (Nowinski et al., 2018; Batool et al., 2015). We adopted online surveys with the Microsoft Forms platform to collect data. The instrument was engaged in a questionnaire and forwarded to respondents using students' email and WhatsApp on December 12, 2021. After two weeks, we followed up on the data. Respondents for this study were voluntary, and we kept their identities anonymous. Of the approximately 400 respondents who took part in this survey, approximately 340 (80 percent) completed it (see Table 1).

We adapted the instrument from several relevant works of literature and studies. To measure DEE, we developed an instrument from Denanyoh et al. (2015), which consists

of students' perception of the education model in the university (e.g., The College made me develop digital entrepreneurship skills). Furthermore, DEK was measured by using an instrument developed by Roxas (2014), covering students' knowledge of digital entrepreneurship (e.g., I have sufficient knowledge in selling digital entrepreneurship ideas).

Furthermore, we adapted the seven items developed by Linan and Chen (2009) to measure DEI (e.g., I am ready to do anything to become a digital entrepreneur). As for measuring EI, we adapted the six items of the instrument developed by Cui et al. (2019), consisting of inspirations for business. The questionnaire is performed on a 5-point Likert-type rating scale. Lastly, to perform structural equation modeling, we employed Smart-PLS with version 3.0.

RESULT AND DISCUSSION

Demographic Respondents

Table 1 presents that the respondents who took part in this work were dominated by women (54.41 percent), while only 45.59 percent were men. From the study level, the respondents of this study were also dominated by semester VII (51.48 percent), while the rest came from semester V (48.52 percent). Furthermore, respondents with parents as digital entrepreneurs ranked first (36.17 percent), while the least number was Farmers (3.52 percent). Table 1 also informs that most respondents came from the economic education study program (39.11 percent), while the least came from the accounting study program (27.95 percent). The complete demographics of research respondents can be illustrated in Table 1.

Validity and Reliability

To analyze data, SEM-PLS analysis in this research followed the procedure promoted by Hair et al. (2020). In detail, the procedures that we carried out included (1) outer model testing, (2) inner model testing, (3) goodness of fit test, and (4) hypothesis test. The first

Table 1. The Demographic Participants

No.	Categorical	F	%
1.	Gender		
	Female	185	54.41
	Male	155	45.59
2.	Semester		
	V	165	48.52
	VII	175	51.48
3.	Parents' occupation		
	Entrepreneur Digital	123	36.17
	Teacher/Lecturer	60	17.64
	Farmers	12	3.52
	Civil Servants	115	33.82
	Soldier	30	8.85
4.	Subject		
	Management	112	32.94
	Economic Education	133	39.11
	Accounting	95	27.95

Source: Processed Data (2021)

procedure was the outer model test. In the outer model test procedure, we referred to the criteria developed by Hair et al. (2020), where the loading factor value > 0.70 determines the fulfillment of the convergent validity variable.

Table 2 informs that the loading factor value (λ) of the digital entrepreneurship education (DEE) variable was between 0.72-0.84 > 0.70 so that all variables met convergent. The digital entrepreneurship intention (DEI) variable had a value between 0.71-0.84 > 0.70 so that it met convergent validity. Furthermore, the digital entrepreneurship knowledge (DEK) and entrepreneurship inspiration (EI) variables had values between 0.82-0.89 > 0.70 so that they met convergent validity.

As stated by Hair et al. (2020), the loading factor is not strong enough to determine convergent validity. Thus, it recommends the cross-loading value between variables > 0.70

Table 2. Outer Model Estimation

Code	Item	λ
Digital Entrepreneurship Education (DEE)		
DEE2	My campus provides the necessary knowledge regarding digital entrepreneurship.	0.72
DEE3	The college developed my skills related to digital entrepreneurship.	0.75
DEE4	The college made me develop digital entrepreneurship skills.	0.81
DEE5	The college teaches students about digital entrepreneurship and starting a digital business.	0.78
DEE6	Digital entrepreneurial education can develop digital entrepreneurship.	0.79
DEE7	I think digital entrepreneurship education encouraged me to become a digital entrepreneur.	0.84
Digital Entrepreneurship Knowledge (DEK)		
DEK1	I have knowledge related to how to start digital entrepreneurship	0.82
DEK2	I know how to find resources (e.g., financial capital) to start digital entrepreneurship.	0.87
DEK4	I have sufficient knowledge to do digital marketing	0.87
DEK5	I have sufficient knowledge in selling digital entrepreneurship ideas	0.84
Entrepreneurship Inspiration (EI)		
EI1	Digital entrepreneurship lecturer inspired me to become a digital entrepreneur.	0.82
EI2	The digital entrepreneurship lab inspires me to become a digital entrepreneur.	0.88
EI3	My colleagues inspire me to be a digital entrepreneur.	0.83
EI4	Entrepreneurial activities on campus inspire me to be a digital entrepreneur.	0.89
EI5	Invited digital entrepreneurship motivator on my campus inspired me to become a digital entrepreneur.	0.83
EI6	The campus environment inspires me to be a digital entrepreneur.	0.84
Digital Entrepreneurship Intention (DEI)		
DEI1	I am ready to do anything to become a digital entrepreneur.	0.84
DEI2	I will try my best to start and run my own digital business.	0.73
DEI3	I have severe doubts about starting my own digital business.	0.76
DEI4	I am determined to create a digital business in the future.	0.84
DEI5	My professional goal is to become a digital entrepreneur.	0.78

Note: Loading (λ), VA= Variable

Source: Primary Processed Data (2021)

as the limit for fulfilling discriminant validity. Table 3 provides the outcomes of our examination of discriminant validity, in which the

cross-loading value of the DEE, DEI, DEK, and EI variables was > 0.70 to meet the thresholds.

Table 3. Discriminant Validity

	DEE	DEI	DEK	EI
DEE	0.78			
DEI	0.53	0.79		
DEK	0.56	0.62	0.85	
EI	0.58	0.71	0.71	0.85

Source: Primary Processed Data (2021)

Along with the development, Henseler et al. (2020) recommend that researchers also test a heterotrait-monotrait (HTMT) ratio to estimate the discriminant validity. The results of the HTMT test, the variables EL, SS, AC, EJ, and ISB had a ratio value of < 0.90 to meet the criteria.

Table 4. A Heterotrait-Monotrait Test (HTMT)

	DEE	DEI	DEK	EI
DEE				
DEI	0.60			
DEK	0.63	0.71		
EI	0.64	0.79	0.79	

Source: Primary Processed Data (2021)

Table 5. Variance Inflation Factor (VIF)

	DEE	DEI	DEK	EI
DEE		1.62	1.00	1.00
DEI				
DEK		2.19		
EI		2.28		

Source: Primary Processed Data (2021)

The following step was testing the inner model or structural model, including (1) collinearity test, (2) R-squared test, (3) F-square test, and (4) The Q-square predictive. Table 5 is the complete output of the collinearity test for DEE, DEI, DEK, and EI variables, which informs that the coefficient of Variance Infla-

tion Factor (VIF), the variables DEE, DEI, DEK, and EI < 5.00, so there was no collinearity (Hair et al., 2013).

The following procedure was the R-Square (R²) which indicates the strength of the accuracy of the prediction (Hair et al., 2013). Chin (1998) provided criteria for 0.67, 0.33, and 0.19 indicating a strong, moderate, and weak model. The R² output showed that DEI had a value of 0.551, which means that 55.1 percent of the DEI variant can be explained by DEE, DEK, and EI with a moderate level of prediction. Moreover, the R² of the DEK was 0.316, which means that DEE can explain 31.6 percent of the DEK variance with a moderate level of prediction. Finally, the EI variable had an R² value of 0.342, which means that DEE can explain 34.2 percent of the EI variance with a moderate level of prediction.

The next test was the influence size test (f²) which purposes to look at how the impact of the predictor latent variable on the model. As for determining the results of the effect/influence size test (f²), we employed the standard of Hair et al. (2013) by considering the following threshold (0.02=small, 0.15=medium, 0.35=large). The f² output indicated that DEE had an effect on DEK with a large/wide level (f² value = 0.463). DEE had an effect on EI with a large/wide level (f² value = 0.519). Likewise, DEE, DEK, and EI had a moderate effect on DEI (f² value = 0.303).

Table 6. Evaluation Result of Goodness for Outer Model

Variable	α	CR	AVE	Decision
DEE	0.87	0.90	0.61	Good
DEI	0.85	0.89	0.62	Good
DEK	0.87	0.91	0.72	Good
EI	0.92	0.94	0.72	Good

Source: Primary Processed Data (2021)

The next test was the relevant prediction of Q₂. The statistical output indicates that the Q₂ value of the DEE, DEK, EI, and

DEI variables was higher than 0 to reach predictive relevance. The last procedure was the goodness of fit by using criteria of Hair et al. (2020). The model to meet the criteria when Cronbach's Alpha (α) > 0.70, composite reliability (CR) > 0.70, and Average Variance Extracted (AVE) > 0.50. As illustrated in table 6, the values of CR and AVE of all variables met the thresholds.

Hypothesis Testing

The next stage was hypothesis estimation employing SEM-PLS estimation undergoing the bootstrap resampling method. We also involved a t-test (t-count must be 1.645), and the p-value (must be smaller (<) than 0.050. If the results of data processing meet the required value, then the research hypothesis that has been proposed can be accepted. Table 7 indicates that all hypotheses in this study were approved to meet the criteria.

The bootstrapping analysis in Table 8 noted that the two indirect effects, $\beta = 0.111$

and $\beta = 0.289$, were significant with t-values of 3.410 and 7.023. The indirect effects 95% Boot CI Bias Corrected: [LL = 0.056, UL = 0.163], and [LL = 0.228, UL = 0.363], did not straddle a 0 in between, remarking that there was mediation effect (Preacher & Hayes, 2008). For this matter, the mediation effects of this study were statistically significant.

The results of statistical calculations in Tables 7-8 and Figure 2 showed that our study accepted all of the seven proposed hypotheses. In detail, DEE had a positive impact on DEI. The outcome of this study reinforced the findings of Ni and Ye (2018); Choi and Markham (2019); Qermane and Mancha (2021) that DEE had a direct effect on DEI. These findings were very rational. This is because digital entrepreneurship education on campus was a practical choice to increase students' intention to do digital business. Through digital entrepreneurship education, student knowledge will increase and make it easier to enter the digital business.

Table 7. The Summarize of Hypothesis Testing

Hypothesis	Relationship	β	SE	T-value	Confidence Interval (BC)		Supported
					LL	UL	
H1	DEE → DEI	0.138	0.048	2.894	0.057	0.219	Yes
H2	DEE → DEK	0.562	0.043	13.006	0.518	0.649	Yes
H3	DEE → EI	0.584	0.040	14.594	0.518	0.649	Yes
H4	DEK → DEI	0.197	0.057	3.479	0.104	0.285	Yes
H5	EI → DEI	0.494	0.058	8.515	0.405	0.587	Yes

Source: Primary Processed Data (2021)

Notes: t-value >1.645 (one-tailed test), p < 0.05, BC=bias corrected, UL= upper level, LL=lower level, SE-standard error, β = path coefficient

Table 8. Results of the Structural Model (Mediating Effect)

Hypothesis	Relationship	β	SE	T-value	Confidence Interval		Supported
					LL	UL	
H6	DEE→DEK→DEI	0.111	0.033	3.410	0.056	0.163	Yes
H7	DEE→EI→DEI	0.289	0.041	7.023	0.228	0.363	Yes

Source: Primary Processed Data (2021)

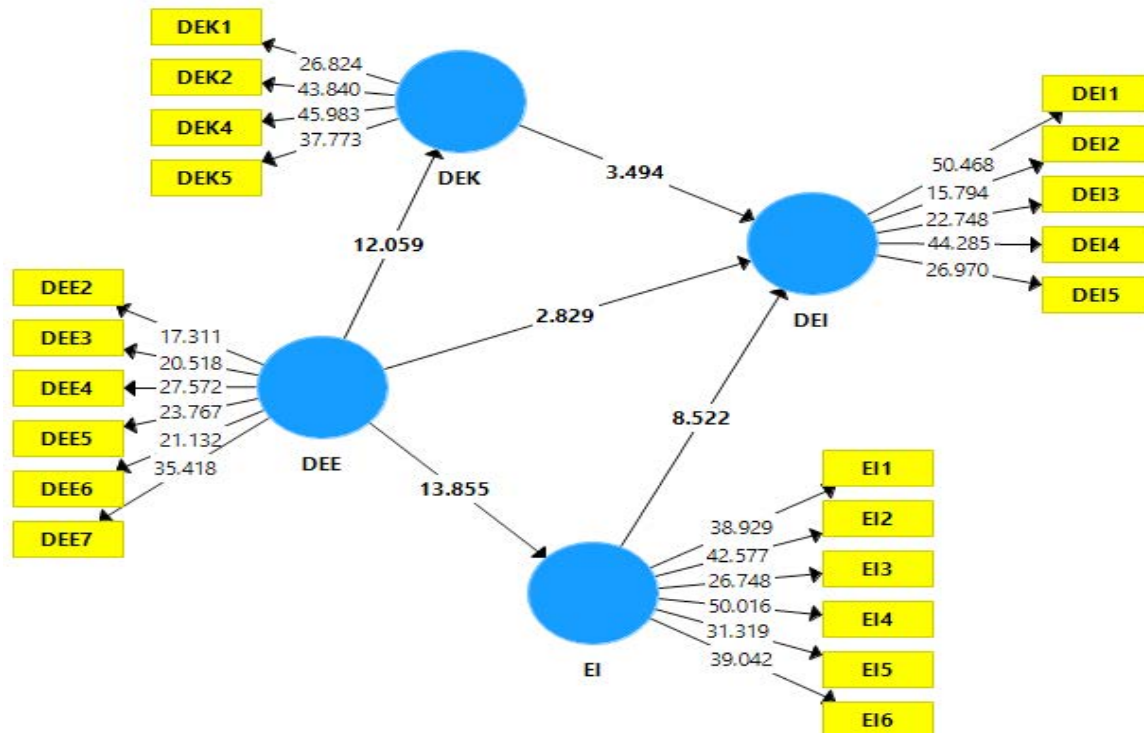


Figure 2. The Result SEM Analysis
 Source: Primary Processed Data (2021) (own elaboration by Authors)

Moreover, entrepreneurship education from high school to university can take some pivotal roles linked with digital entrepreneurship intentions: (1) entrepreneurship education creates and develops an entrepreneurial culture that animates all activities; (2) Provides a series of learning activities where students can involve more about conventional and digital entrepreneurship, and (3) Provide skills so that students are better prepared if they will later start digital entrepreneurship. It will be even more effective if digital entrepreneurship education is also accompanied by cross-curricular activities, internships in digital entrepreneurship business units, and digital business training that is more specific in creativity and product innovation.

Furthermore, our results accepted the hypothesis that DEE had a direct positive effect on DEK. The results of our study strengthened the findings of Saptono et al. (2020); Karyaningsih et al. (2020) that entrepreneurship education affected student entrepreneurship knowledge. The results of our research are very rational because digital entrepreneur-

ship education provides sufficient digital entrepreneurship knowledge and makes students better prepared for segmenting consumers, compiling a business model canvas (BMC), managing resources, using various digital features for marketing, and evaluating business continuity. Moreover, knowledge related to digital business will also make it easier for students to deal with various kinds of obstacles that may occur in running a digital business (Ni & Ye, 2018; Qermane & Mancha, 2021).

Like DEK, DEE also affected EI. The results of our study reinforced the findings of Cui et al. (2019); Wardana et al. (2020); Kusumojanto et al. (2021) that entrepreneurship education inspired students to choose entrepreneurship, in this case, digital entrepreneurship. The results of this study are very rational because, with the skills, experience, and network of lecturers, which are applied in lecture classes, they provide knowledge related to digital entrepreneurship and inspire them to engage in digital entrepreneurship while in college or after graduation. Moreover, if the lecturers have a strong network and then pre-

sent entrepreneurial actors in the class, students will get much information and knowledge about digital entrepreneurship. More than that, practitioners or actors invited to class lectures will inspire and motivate students to engage in digital entrepreneurship (Ahmed et al., 2020).

In addition to having a direct effect, our study found that DEK also mediated the effect of DEE on EI. The results of our research strengthened the findings of Hutasuhut (2018); Karyaningsih et al. (2020) that entrepreneurship education either impacted DEI or indirectly through DEK. The results of this study are very logical because the higher the entrepreneurial knowledge of students, the greater their opportunities to engage in digital entrepreneurship, both while still in college and after graduation. Digital entrepreneurship education is an effective means of developing knowledge related to digital entrepreneurship, which is very helpful when students enter the digital business world later.

Furthermore, besides having a direct effect, EI also mediated the effect of DEE on DEI. The results of our study supported Bandura's (2001) SCT theory, which explains how cognitive factors such as knowledge, mindset, and inspiration are predictors of individual behavior. The findings of Cui et al. (2019); Handayati et al. (2020); Wibowo et al. (2022) that entrepreneurship education did not only have a direct effect on DEI but also on EI. In this case, EI was a mediating variable for the effect of DEE on DEI. Our findings are very rational because effective entrepreneurship education provides and develops knowledge and inspires students to choose and engage in the field of entrepreneurship after graduation.

As previously described, the positive impact of digital entrepreneurship education is to inspire students to engage in digital business immediately (Nabi et al., 2018; Ahmed et al., 2020). The rational reason is that digital entrepreneurship education provides various information and profiles of entrepreneurs who are already successful in digital business.

The success of digital entrepreneurs explored through digital entrepreneurship education is an inspiration and motivates students to start digital businesses. The experience of how successful entrepreneurs are will be a new insight for students who were previously less interested in digital business. Moreover, digital entrepreneurship education also brings these successful entrepreneurs into the classroom and becomes a coach for students.

CONCLUSION

This research was intended to examine how the direct effect of digital entrepreneurship education on digital entrepreneurship intentions and reveal the mediating role of knowledge and entrepreneurial inspiration. Our study found that digital entrepreneurship education positively impacted on digital entrepreneurship intentions. This study provided insights related to psychological aspects in the form of entrepreneurial inspiration as one of the predictor variables and mediators for increasing digital entrepreneurship intentions. In addition, our research found that entrepreneurial knowledge was directly as a mediator on digital entrepreneurial intentions.

This research provided a contribution of thinking for stakeholders, in this case, the university related to how to increase students' intentions related to digital entrepreneurship. There are at least three important steps; first, digital entrepreneurship education must provide complete knowledge to students related to the intricacies of digital entrepreneurship. Digital entrepreneurship education must also be multiplied in practice so that students' knowledge will be deeper and more mature.

Second, digital entrepreneurship education should also inspire students, either through faculty lecturers or by inviting practitioners from outside the campus. The invited practitioners not only provide knowledge but can also inspire students to enter digital entrepreneurship. Third, the campus must support entrepreneurship education that has been implemented by providing a conducive

entrepreneurial ecosystem, increasing campus entrepreneurship units, and establishing collaborations with various initiatives and SMEs to synergize digital entrepreneurship theory with real practice.

Although it did not thoroughly discuss the constellations with predictor variables in TPB Ajzen (1991) and SCT Bandura (2001), this study was the first step to exploring further the vital role of digital entrepreneurship education as an effective approach to increase the number of new entrepreneurs from among students. Future works needs to elaborate other state universities in Indonesia to provide more holistic results on how digital entrepreneurship education influences digital entrepreneurship intentions, either directly or through other complete variables within the TPB framework.

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