

Digital Literacy, Environment, and E-Commerce Use Toward Digital Entrepreneurial Intentions via Social Media among Generation Z Students

Andika Isma^{a*}, Hajar Dewantara^a, Andi Naila Quin Azisah Alisyahbana^b, & Salim Diarra^c

^aUniversitas Negeri Makassar, Jl. A. P. Pettarani, Makassar, 90222, Indonesia

^bUniversitas Patempo, Jl. Inspeksi Kanal Citraland No. 10, Makassar 90233, Indonesia

^cInstitut of Management and Language Applied to Business, Bamako, Mali

Abstract

The rapid development of digital technology is reshaping entrepreneurial landscapes, particularly among Generation Z students who are highly engaged with digital platforms. This study investigates the influence of digital literacy, environmental factors, and e-commerce usage on digital entrepreneurial intentions, with social media serving as a mediating variable. A quantitative descriptive-explanatory approach was employed, involving 105 Generation Z student respondents selected through proportional random sampling. The findings reveal that digital literacy, environment, and e-commerce use have a significant impact on digital entrepreneurial intentions, both directly and indirectly through social media. Social media enhances the connection between these factors and entrepreneurial intentions by providing a platform for idea sharing, business promotion, and networking. These insights highlight the importance of integrating digital competencies and social media utilization into entrepreneurship education to cultivate innovative and digitally empowered young entrepreneurs.

Keywords: Digital Literacy, Environment, E-Commerce, Digital Entrepreneurial Intentions, Social Media

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1. Introduction

The advancement of digital technology has transformed the global economic landscape, creating new opportunities while also presenting challenges across various sectors, including entrepreneurship. In Indonesia, one of the main challenges is encouraging the younger generation to optimally leverage digital technology in creating and developing technology-based businesses. According to a report by DataReportal (2024), Indonesia has over 215 million active internet users, making it one of the largest digital markets in the world. This potential reflects a significant opportunity for creating a generation of digital entrepreneurs, particularly among students who can utilize social media and e-commerce as tools for entrepreneurship.

However, despite the vast digital opportunities, many obstacles remain. One of the primary barriers is the low level of digital literacy among young people. Digital literacy is an essential competency encompassing access, evaluation, and strategic use of technology. According to Nasir et al. (2020), digital literacy serves as a foundational element in supporting individuals to identify opportunities, manage risks, and adapt quickly in technology-based business environments. Adequate digital literacy enables students to not only understand technology but also effectively use it to build businesses.

In addition to digital literacy, the environment plays a crucial role in encouraging digital entrepreneurial intention. A supportive environment, in the form of family support, government policies, and access to digital infrastructure, has been shown to enhance individuals' confidence in starting technology-based businesses. According to the GEM (2021) report, a conducive social environment and adequate digital infrastructure significantly impact entrepreneurship growth, particularly in developing countries like Indonesia. This environmental support helps individuals overcome technological barriers and accelerates the adoption of digital-based strategies.

* Corresponding author.

E-mail address: andikaisma@unm.ac.id

Social media and e-commerce also serve as key components in supporting the development of digital entrepreneurship. E-commerce provides students with opportunities to sell products online at lower costs, while social media allows for broader consumer reach and relationship building with customers. According to Yuliana, M., and Oktaviani (2021), the integration of e-commerce and social media creates more effective marketing strategies, helping students maximize their digital business potential. Social media also offers access to real-time customer data, which can be used to develop more relevant strategies.

This study aims to analyze the effects of digital literacy, environment, and e-commerce usage on the digital entrepreneurial intentions of students, with social media as a mediating variable. By examining the relationships among these variables, this research is expected to make a meaningful contribution to promoting the development of digital entrepreneurship in Indonesia.

2. Literature Review

2.1. Digital Literacy

Digital literacy refers to an individual's ability to read and interpret information and data in the digital world effectively and efficiently in various contexts. Today's millennial generation is digitally literate, capable of searching for, managing, and interpreting digital information (Sarahana Filia and Siti Rodiah, 2024). This certainly encourages growth in all fields, creating business opportunities. According to Martin and Grudziecki (2018), digital literacy encompasses the ability to access, evaluate, and manage information in the digital realm. In digital entrepreneurship, these abilities enable individuals to strategically leverage digital platforms such as social media and e-commerce to create and develop businesses.

Research shows that students with high digital literacy are more likely to have digital entrepreneurial intentions. This is because digital literacy skills help identify opportunities and develop more effective marketing strategies. For example, DataReportal (2024) reports that access to digital literacy among Indonesia's youth significantly contributes to the adoption of digital technology for business purposes. Indicators for this variable were adopted from Dinata (2021), Hidayati et al. (2023), and Khairunisa and Sabaria (2023), including using social media as a reference, internet usage skills, search engine skills, the ability to analyze the background of information sources on the internet, interpret information, filter information, and communicate effectively.

2.2. Environment

The environment encompasses social support, infrastructure facilities, and policies that encourage the development of digital entrepreneurship. A supportive environment, such as business incubator programs and wide access to technology, can accelerate the development of digital businesses (Khoiriyah et al., 2022). According to Sharma et al. (2020), a positive environment enhances individuals' confidence in starting technology-based ventures through both direct and indirect support.

Research on students has shown that environmental support, including that from universities, encourages digital entrepreneurial intentions. For instance, entrepreneurship training programs at Universitas Negeri Makassar strengthen students' capacities to integrate digital technology into their business ideas. This is supported by findings from the Global Entrepreneurship Monitor (GEM) 2021, which emphasizes the importance of government policies in creating a conducive environment for entrepreneurial development. Indicators for this variable were adopted from Ningsih and Wahyudi (2023) and Khoiriyah et al. (2022), including support from family, campus, and the community.

2.3. E-Commerce

E-commerce is a digital platform used for conducting business transactions online, providing operational flexibility and broader market access. E-commerce is one of the key drivers of business digital transformation (Mutiah, 2022). According to Xu et al. (2019), e-commerce enables entrepreneurs to operate with lower capital while having a global reach.

Platforms such as Tokopedia, Shopee, and Lazada allow students to sell products with a broad market reach without requiring significant investments in physical infrastructure. By utilizing e-commerce, students can understand market dynamics, pricing strategies, and data-driven marketing. Additionally, e-commerce also facilitates customer data collection to enhance service efficiency and product personalization. Indicators for this variable were adopted from Mutiah (2022) and Fernando and Handoyo (2022), including communication ease, interaction during the

product/service delivery process, business transaction automation, workflow processes, and improving the quality of goods/services accessible for purchase and sale through internet services.

2.4. *Digital Entrepreneurial Intentions*

Digital entrepreneurial intentions refer to the inclination of individuals to create a business that involves organizing, managing, bearing risks, and developing that business (Dinata, 2021). Interest in digital entrepreneurship arises when someone focuses on entrepreneurial activities and engages in them with enthusiasm, recognizing their benefits. The desire to become an entrepreneur is also motivated by a wish to work and generate personal income. Entrepreneurial interest emerges when an individual gains knowledge about entrepreneurship, enabling participation and generating interest in entrepreneurial activities (Mutiah, 2022).

From the various definitions of entrepreneurial interest and digital entrepreneurship presented above, it can be concluded that digital entrepreneurial interest is a desire, interest, and readiness of individuals to work hard to meet life's needs by establishing a business, in this case, in the form of products, distribution, and workplaces, all in a digital format. Research by Rahman et al. (2021) indicates that students with access to digital technology tend to have higher entrepreneurial intentions. This is influenced by the belief that technology can be a tool for creating added value in business. The integration of technology, such as Database Management Systems (DBMS), also aids students in managing data and information to support strategic business decision-making. Indicators for this variable were adopted from Dinata (2021), Mutiah (2022), and Agustia (2021), including having the drive to engage in digital entrepreneurship, enjoyment in digital entrepreneurship, interest in digital entrepreneurship, creative and constructive thinking, involvement in digital entrepreneurship, and future orientation.

2.5. *Social Media*

Social media is a crucial tool in digital entrepreneurship, enabling business actors to reach a wide audience at minimal costs. According to Kim et al. (2021), social media platforms like Instagram, TikTok, and Facebook serve not only as social interaction platforms but also as effective marketing and branding tools.

In digital entrepreneurship, social media functions as a mediator between digital literacy and entrepreneurial intentions. Students can use social media to build networks, market products, and understand consumer needs through direct interactions. Indicators for this variable were adopted from Wahida & Madrianah (2023) and Aputra et al. (2022), including the benefits of social media, social media trust, success and ease of social media, communication channels, and access.

3. **Research Method and Materials**

3.1. *Research Model and Hypotheses*

This research employs a quantitative approach with a descriptive explanatory method, aimed at explaining the relationships among the research variables, namely Digital Literacy (X1), Environment (X2), and E-commerce (X3) on Digital Entrepreneurial Intentions (Y) through Social Media (Z) as a mediating variable. The explanatory design clarifies both direct and indirect effects among the research variables through hypothesis testing. This approach refers to the Job Demands-Resources (JD-R) theory and the Conservation of Resources (COR) theory, which support the development of causal relationships among the variables. Based on the research model, the relationships among variables can be seen in the Figure 1 and hypothesis in the Table 1.

Based on the Figure 1, this research is a descriptive explanatory study that describes the effects among the examined variables. "Descriptive" means explaining and analyzing the research variables, namely Digital Literacy (X1), Environment (X2), E-commerce (X3), Social Media (Z), and Digital Entrepreneurial Intention (Y). Meanwhile, "explanatory" means seeking causal effects among the research variables through hypotheses. The causal effects include the direct effects of Digital Literacy (X1), Environment (X2), and E-commerce (X3) on Social Media (Z) and the indirect effects of Digital Literacy (X1), Environment (X2), and E-commerce (X3) on Digital Entrepreneurial Intention (Y) through Social Media (Z) among students of the Faculty of Economics, Universitas Negeri Makassar.

This research design is also based on COR theory and JD-R theory, as well as relevant previous research. Therefore, the researcher can formulate hypotheses regarding both direct and indirect effects in this study. More clearly, this can be seen in the hypothesis summary table (Table 1).

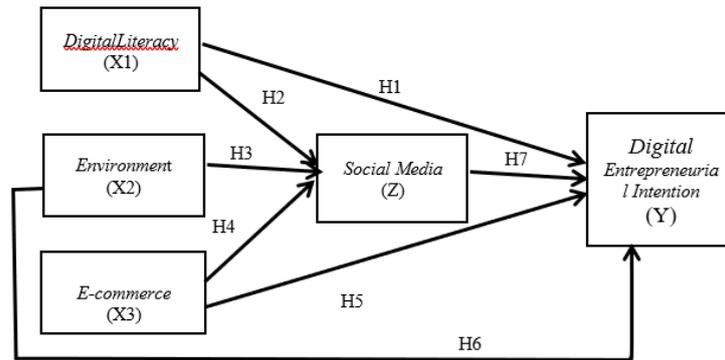


Figure 1. Research Design

Table 1. Summary of Hypotheses

Hypothesis	Description
H1	Digital literacy has a positive and direct effect on digital entrepreneurial intention.
H2	Digital literacy has a positive and direct effect on social media.
H3	Environment has a positive and direct effect on social media.
H4	E-commerce has a positive and direct effect on social media.
H5	E-commerce has a positive and direct effect on digital entrepreneurial intention.
H6	Environment has a positive and direct effect on digital entrepreneurial intention.
H7	Social media has a positive and direct effect on digital entrepreneurial intention.
H8	Digital literacy has a positive and indirect effect on digital entrepreneurial intention through social media.
H9	Environment has a positive and indirect effect on digital entrepreneurial intention through social media.
H10	E-commerce has a positive and indirect effect on digital entrepreneurial intention through social media.

Based on Table 1, this study has 10 hypotheses. These hypotheses will test the direct effects of Digital Literacy (X1) on digital entrepreneurial intention (Y), the direct effect of Digital Literacy (X1) on Social Media (Z), the direct effect of Environment (X2) on Social Media (Z), the direct effect of E-commerce (X3) on Social Media (Z), the direct effect of E-commerce (X3) on digital entrepreneurial intention (Y), the direct effect of Environment (X2) on digital entrepreneurial intention (Y), the direct effect of Social Media (Z) on digital entrepreneurial intention (Y), the indirect effect of Digital Literacy (X1) on digital entrepreneurial intention (Y) through Social Media (Z), the indirect effect of Environment (X2) on digital entrepreneurial intention (Y) through Social Media (Z), and the indirect effect of E-commerce (X3) on digital entrepreneurial intention (Y) through Social Media (Z).

3.2. Population and Sample

The population in this study comprises all active students of Faculty of Economics at Universitas Negeri Makassar who have experience using digital platforms for academic and business activities across various study programs. The research sample was taken using the Proportional Random Sampling method, with the Slovin formula used to calculate the sample size, resulting in a total of 105 respondents.

3.3. Data Collection

Data collection was conducted by identifying the subjects of the research, which included all students of Universitas Negeri Makassar, using a questionnaire. The questionnaire used is a closed questionnaire administered digitally (via Google Forms), employing a Likert scale. The scoring system uses a 5-point Likert scale with the following alternatives: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. Subsequently, the data were analyzed using the Statistical Package for the Social Sciences (SPSS). The data analysis for this study consists of descriptive statistical analysis, classical assumption testing, and path analysis.

4. Results and Discussion

4.1. Hypothesis Testing

Hypothesis testing is used to examine the direct and indirect effects of exogenous variables on endogenous variables. A hypothesis is accepted or rejected based on the criterion that if p-value < 0.05, then H0 is accepted, indicating that the obtained regression coefficients are significant. The results of the hypothesis testing for direct and indirect effects can be observed in the Table 2.

Table 2. Results of Direct Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
Constant	2.369	1.470		1.612	0.110
Digital Literacy	0.227	0.086	0.292	2.643	0.010
Environment	0.339	0.115	0.289	2.936	0.004
E-commerce	0.376	0.122	0.308	3.075	0.003
R square	0.680				
e1	0.556				

To obtain the error effect (e1), the following formula was used:

$$e1 = 1 - R^2 = \sqrt{1 - 0.680} = 0.556$$

$$Z = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_1$$

$$Z = 0.292 X_1 + 0.289 X_2 + 0.308 X_3 + 0.556$$

The coefficient of determination of 0.556 indicates that the direct influence of Digital Literacy, Environment, and E-commerce on the Social Media variable is 55.6%, while 44.4% is influenced by other variables outside this model or study.

Table 3. Results of Indirect Hypothesis Testing
Coefficients^a

Variabel	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
Constant	1.866	1.261		1.480	0.142
Digital Literacy	0.161	0.075	0.181	2.141	0.035
Environment	0.328	0.102	0.245	3.218	0.002
E-commerce	-0.226	0.108	-0.162	-2.084	0.040
Social Media	0.783	0.084	0.684	9.291	0.000
R square	0.826				
e2	0.417				

To obtain the error effect (e2), the following formula was used:

$$e2 = 1 - R^2 = \sqrt{1 - 0.826} = 0.417$$

$$Y = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + \beta_7 Z + e_2$$

$$Y = 0.181 X_1 + 0.245 X_2 + -0.162 X_3 + 0.684 Z + 0.417$$

The coefficient of determination of 0.417 indicates that the direct influence of Digital Literacy, Environment, E-commerce, and Social Media on the Digital Entrepreneurial Intention variable (Y) is 48.3%, while 41.7% is influenced by other variables outside this model or study.

Digital Literacy has a positive and significant effect on Digital Entrepreneurial Intention through Social Media:

$$\begin{aligned} \text{Indirect effect:} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \end{aligned}$$

$$= 0,181 \times 0,684$$

Environment has a positive and significant effect on Digital Entrepreneurial Intention through Social Media:

$$\begin{aligned} \text{Indirect effect:} &= X2 \rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= 0,245 \times 0,684 \\ &= 0,167 \end{aligned}$$

E-commerce has a positive and significant effect on Digital Entrepreneurial Intention through Social Media.

$$\begin{aligned} \text{Indirect effect:} &= X3 \rightarrow Z \rightarrow Y \\ &= \beta_6 \times \beta_7 \\ &= -0,162 \times 0,684 \\ &= -0,111 \end{aligned}$$

Hypothesis Results:

- H1:** The effect of Digital Literacy on Digital Entrepreneurial Intention has a significance value of $0.035 < 0.05$ and a Beta value of 0.181. Based on these results, H1 is accepted.
- H2:** The effect of Digital Literacy on Social Media has a significance value of $0.010 < 0.05$ and a Beta value of 0.292. Based on these results, H2 is accepted.
- H3:** The effect of Environment on Social Media has a significance value of $0.004 < 0.05$ and a Beta value of 0.289. Based on these results, H3 is accepted.
- H4:** The effect of E-commerce on Social Media has a significance value of $0.003 < 0.05$ and a Beta value of 0.308. Based on these results, H4 is accepted.
- H5:** The effect of E-commerce on Digital Entrepreneurial Intention has a significance value of $0.040 < 0.05$ and a Beta value of 0.162. Based on these results, H5 is accepted.
- H6:** The effect of Environment on Digital Entrepreneurial Intention has a significance value of $0.002 < 0.05$ and a Beta value of 0.245. Based on these results, H6 is accepted.
- H7:** The effect of Social Media on Digital Entrepreneurial Intention has a significance value of $0.000 < 0.05$ and a Beta value of 0.684. Based on these results, H7 is accepted.
- H8:** The effect of Digital Literacy on Digital Entrepreneurial Intention through Social Media has a Beta value of 0.305. Based on these results, H8 is accepted.
- H9:** The effect of Environment on Digital Entrepreneurial Intention through Social Media has a Beta value of 0.412. Based on these results, H9 is accepted.
- H10:** The effect of E-commerce on Digital Entrepreneurial Intention through Social Media has a Beta value of -0.273. Based on these results, H10 is accepted.

4.2. Path Analysis

The interpretation of the path analysis results, which can be seen in Table 4.

Table 4. Results of Path Analysis

The effect between variables	Effect		Total
	Direct	Indirect	
X1 → Y	0,181	-	0,181
X2 → Y	0,245	-	0,245
X3 → Y	-0,162	-	-0,162
X1 → Z	0,292	-	0,292
X2 → Z	0,289	-	0,289
X3 → Z	0,308	-	0,308
Z → Y	0,684	-	0,684
X1 → Z → Y	0,181	0,124	0,305
X2 → Z → Y	0,245	0,167	0,412
X3 → Z → Y	-0,162	-0,111	-0,273

Based on the structure of this research model, the empirical equations can be formulated as follows:

$$\begin{aligned} Y &= \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2 \\ Y &= 0.181 X_1 + 0.245 X_2 + -0.162 X_3 + 0.684 Z + 0.417 \end{aligned}$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0.292 X_1 + 0.289 X_2 + 0.308 X_3 + 0.556$$

The results of path analysis in diagram form shown on Figure 2.

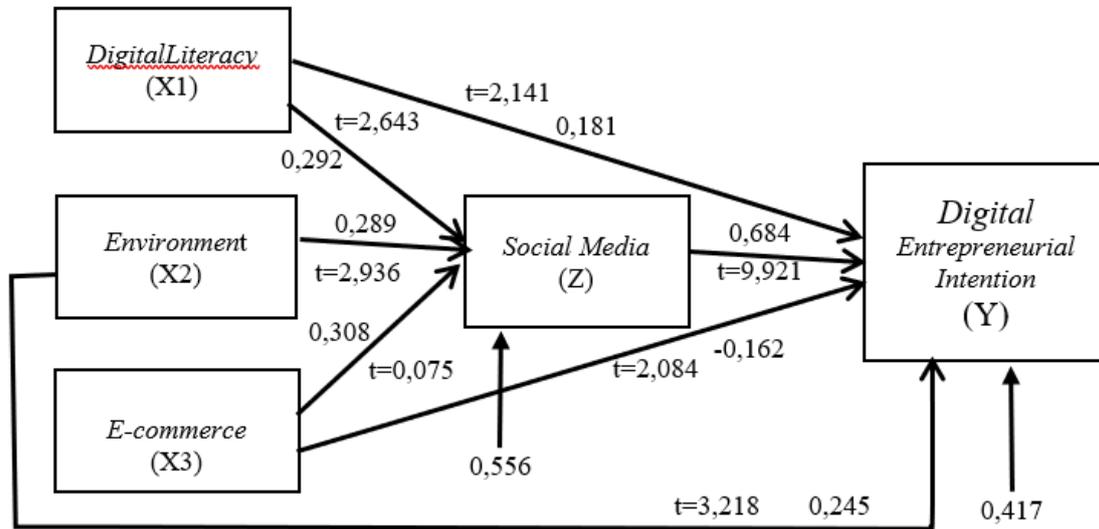


Figure 2. Path Analysis Model Results

In Figure 2, the standardized betas and the magnitude of the indirect and direct effects of each variable are illustrated. The coefficient of determination (R^2) is calculated as follows

$$\text{Coefficient of Determination: } R^2 = 1 - P e_1^2 * P e_2^2 \dots \dots \dots P e_n^2.$$

The formula for the coefficient of determination is given by: $R^2 = 1 - (0,556^2) (0,417^2) = 1 - 0,054 = 0,946$

This indicates that approximately 94.6% of the variance in the dependent variable(s) is explained by the independent variables included in the model, while the remaining 5.4% is attributed to other factors not included in the model.

4.3. Discussion

4.3.1 Influence of Digital Literacy on Digital Entrepreneurial Intention among Students of the Faculty of Economics at Universitas Negeri Makassar

The research findings indicate that digital literacy positively affects the digital entrepreneurial intentions of students. Digital literacy refers to the ability to access, evaluate, and effectively utilize digital information. Students with higher levels of digital literacy tend to have greater intentions to start technology-based ventures, as they can understand and leverage various available technologies. Pratama and Firdaus (2017) note that individuals skilled in technology use are quicker to identify business opportunities and utilize digital platforms for their entrepreneurship. This study also demonstrates that students with better digital literacy skills feel more confident in managing e-commerce and social media-based businesses. This finding aligns with Omer and Abed (2020), who state that digital literacy increases students' confidence in utilizing technology to develop more effective data-driven marketing strategies.

As the digital world evolves, digital literacy enables students to use various analytical tools and software that help manage businesses more efficiently. This illustrates that digital literacy is not only vital for enhancing technical capabilities but also encourages students to take concrete steps in starting and developing their digital enterprises.

4.3.2 Influence of Digital Literacy on Social Media among Students of the Faculty of Economics at Universitas Negeri Makassar

Digital literacy also significantly correlates with students' ability to use social media as a business tool. The study findings show that students who understand digital technology can utilize social media features, such as paid advertising or content management, to reach a broader audience. According to Putri et al. (2022), good digital literacy allows students to comprehend social media algorithms to enhance marketing effectiveness.

The research findings reveal that students with high digital literacy can utilize social media analytics tools, such as TikTok Analytics or Instagram Insights. Data from these tools are used to evaluate marketing strategies and improve customer interactions. This aligns with the findings of Kim et al. (2021), who state that technological understanding enables students to create more relevant and engaging campaigns for their target audiences.

Social media also allows students to leverage market trends in real-time. They can generate content that aligns with current trends to capture consumer attention. This signifies that digital literacy provides additional capabilities in utilizing social media as a business platform.

4.3.3 Influence of Environment on Social Media among Students of the Faculty of Economics at Universitas Negeri Makassar

This study finds that the environment significantly influences social media usage. A supportive environment, such as backing from family, campuses, society, and pro-technology government policies, encourages students to actively utilize social media. Halim and Sulaiman (2019) suggest that a conducive social environment boosts students' motivation to adopt technology in conducting their businesses, notably via social media platforms.

These findings coincide with research by Wijaya and Tamtomo (2020), which shows that students with access to fast internet and adequate digital devices are more active in using social media for business purposes. Good infrastructural support allows for more effective interaction with audiences and management of marketing campaigns.

Furthermore, social norms that encourage innovation play a role in accelerating social media usage. For example, students from environments open to digital technology are more motivated to explore various social media features for their entrepreneurial needs. This demonstrates that a supportive social environment hastens the adaptation of social media in business.

4.3.4 Influence of E-commerce on Social Media among Students of the Faculty of Economics at Universitas Negeri Makassar

The research shows that e-commerce positively impacts the use of social media for product marketing. Students managing online stores through e-commerce platforms like Tokopedia and Shopee tend to utilize social media to broaden their market reach. According to Yuliana and Oktaviani (2021), e-commerce and social media are often used in tandem to enhance product visibility and sales.

In this study, students leveraging e-commerce also use social media to promote products and engage with more customers. Social media provides an opportunity for low-cost yet effective advertising, while also enabling direct interaction with customers. This resonates with research by Kurniawan and Sari (2020), who emphasize that e-commerce and social media serve as complementary channels to achieve marketing goals.

The importance of integrating e-commerce and social media in the development of digital businesses becomes increasingly evident, especially as students use both platforms to enhance sales performance and gather valuable customer feedback. This underscores that the collaboration between e-commerce and social media is an effective strategy for enhancing the success of students' digital businesses.

4.3.5 Influence of E-commerce on Digital Entrepreneurial Intention among Students of the Faculty of Economics at Universitas Negeri Makassar

E-commerce significantly influences students' digital entrepreneurial intentions. The study shows that students who utilize e-commerce are more inclined to begin digital business initiatives. E-commerce platforms offer students the opportunity to start businesses with lower capital and reduced risk. According to Kurniawan and Sari (2020), e-commerce facilitates access to broader markets, encouraging students to initiate ventures more swiftly.

E-commerce allows students to sell at lower costs compared to conventional businesses and enables them to leverage various features provided by the platforms, such as secure payment systems, inventory management, and shipping integration. This supports the findings of Sari and Budi (2020), which indicate that e-commerce simplifies operational and marketing aspects for students' businesses.

With the conveniences offered by e-commerce platforms, students feel more prepared and motivated to run their own businesses. This illustrates that e-commerce acts as a potent driver for enhancing students' entrepreneurial intentions in the digital era.

4.3.6 *Influence of Environment on Digital Entrepreneurial Intention among Students of the Faculty of Economics at Universitas Negeri Makassar*

A supportive external environment plays a crucial role in influencing students' digital entrepreneurial intentions. The study finds that social environments, including family support, campus community, society, and supportive government policies, enhance students' entrepreneurial intentions to start digital businesses. According to Suryanto et al. (2021), a conducive environment motivates students to confidently seize technology-based business opportunities.

These findings align with research by Sharma et al. (2020), showing that students receiving support from family and the community are more likely to pursue entrepreneurship, especially in technology-driven fields. With adequate support, students feel more equipped to tackle the challenges associated with running digital businesses.

Additionally, government policies that support the development of digital technology infrastructure, such as improved internet access and favorable regulations for digital entrepreneurs, further bolster students' entrepreneurial intentions. This research indicates that a supportive environment directly accelerates technology adoption and enhances students' entrepreneurial intentions.

4.3.7 *Influence of Social Media on Digital Entrepreneurial Intention among Students of the Faculty of Economics at Universitas Negeri Makassar*

Social media serves as a significant mediator in enhancing students' digital entrepreneurial intentions. The study reveals that students who actively use social media for networking and product marketing tend to have higher entrepreneurial intentions. This is because social media provides students opportunities to interact directly with consumers and understand market needs more thoroughly.

Social media aids students in developing their brand and attracting a wider audience. For instance, students utilizing Instagram, TikTok, or Facebook for product promotion can swiftly gauge market interest and feedback. Research by Kim et al. (2021) indicates that social media increases customer engagement, consequently strengthening students' intentions to start and grow digital enterprises.

Moreover, positive interactions on social media provide students with greater confidence in managing their businesses. With an increasing number of followers and positive feedback from customers, students feel more motivated to expand their ventures. This finding emphasizes that social media functions not only as a promotional tool but also as a key driver in enhancing digital entrepreneurial intentions.

4.3.8 *Influence of Digital Literacy on Digital Entrepreneurial Intention through Social Media among Students of the Faculty of Economics at Universitas Negeri Makassar*

The research findings indicate that digital literacy has an indirect effect on digital entrepreneurial intentions through social media usage. Students with high digital literacy can leverage social media as a tool to build and grow businesses. This capability allows students to manage content, engage with customers, and strategically measure the effectiveness of their marketing campaigns.

Research by Putri et al. (2022) supports these findings, stating that an effective understanding of social media usage enables students to expand their market reach and enhance product visibility. Furthermore, students possessing high digital literacy can easily utilize analytical features on social media to refine strategies for marketing their products or services.

As students' understanding of digital tools and platforms increases, they gain more confidence in starting their digital businesses. This indicates that digital literacy serves as a catalyst that strengthens the influence of social media on digital entrepreneurial intentions, expediting the development of technology-based enterprises.

4.3.9 *Influence of Environment on Digital Entrepreneurial Intention through Social Media among Students of the Faculty of Economics at Universitas Negeri Makassar*

A supportive environment plays a crucial role in facilitating the use of social media as a tool to enhance digital entrepreneurial intentions. The research found that support from family, friends, and pro-technology government policies increases the use of social media as part of digital entrepreneurship strategy. Suryanto et al. (2021) reveal that a supportive environment can accelerate social media usage for product promotion and business development.

Moreover, access to good digital infrastructure, such as fast internet and adequate digital devices, allows students to optimize social media usage. With such support, it becomes easier to reach wider audiences, interact with customers, and build customer loyalty. Sharma et al. (2020) add that government policies that support the development of e-commerce and social media also play an essential role in strengthening digital entrepreneurial intentions.

Social interactions via social media can create broader business networks. Students active on social media have greater opportunities for collaboration with other businesses, obtaining investment opportunities, or increasing product exposure. This demonstrates that a conducive environment not only facilitates social media usage but also accelerates the adoption of digital entrepreneurship.

4.3.10 Influence of E-commerce on Digital Entrepreneurial Intention through Social Media among Students of the Faculty of Economics at Universitas Negeri Makassar

E-commerce significantly influences digital entrepreneurial intentions through social media. The research shows that students utilizing e-commerce platforms like Tokopedia, Shopee, and Bukalapak for selling products are likely to use social media to enhance sales and broaden market reach. E-commerce provides platforms that facilitate transactions easily, while social media helps students create brand awareness and attract more customers.

These findings align with research by Xu et al. (2019), which states that e-commerce enables young entrepreneurs to start ventures with low capital, while social media offers channels for promotion and direct communication with audiences. Combining both allows students to optimize business operations and increase market presence.

Additionally, students active in both e-commerce and social media have broader access to customer feedback, which can assist in optimizing their products and services. Using social media to reinforce e-commerce-based businesses gives a competitive advantage in an increasingly digital market.

5. Conclusion

Based on the results of the research and discussion above, it can be concluded that both directly and indirectly, digital literacy, environment, and e-commerce have a significant effect on the digital entrepreneurial intention of students at Universitas Negeri Makassar through social media. Overall, the results of this study show a direct and indirect influence of 94.4%, which means that the information contained in the data is explained by 94.4% by this research model, while 5.6% is explained by variables outside the model. This indicates that the higher the level of digital literacy, environmental support, and utilization of e-commerce by students, the greater the intention of students to engage in digital entrepreneurship. Social media functions as a mediating variable that strengthens the relationship between these variables and digital entrepreneurial intention.

Based on the results of this study, the researcher offers the following suggestions: This research can serve as a source of information for educational institutions to develop learning programs that focus on enhancing digital literacy, entrepreneurial skills, and optimizing the use of social media and e-commerce in the business world. It is hoped that institutions can improve students' access to digital facilities and technology-based entrepreneurial training. Students are encouraged to delve deeper into digital skills, not only in understanding technology but also in utilizing it to manage businesses. Students should focus not only on the products they produce but also on marketing strategies, data-driven decision-making, and sustainable innovation. This research can be expanded by examining other relevant variables, such as the influence of organizational culture, government support, or the sophistication of specific technologies on digital entrepreneurship. Furthermore, other research methodologies can also be employed to enrich insights into digital entrepreneurship in the modern era.

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