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Research Article

Digital Literacy and Digital Entrepreneurship Interest: A Moderation Analysis of Internal and External Factors

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Abstract
The unemployment rate of college graduates is still high, but on the other hand there are many new business opportunities in the field of digital entrepreneurship as a positive impact of the development of computer and information technology. This study aims to study the role of internal and external factors as moderators of the relationship between digital literacy and interest in digital entrepreneurship among Febira Unimuda Sorong students. This study uses a quantitative approach involving 145 respondents. The data collection using a questionnaire directed to respondents and its provided in a Likert scale with five scores. The retrieved data were further analyzed using Partial Least Square (PLS). The results of the study indicate that digital literacy has a positive and significant effect on interest in digital entrepreneurship among Febira Unimuda Sorong students, but internal and external factors are not able to play a significant role as moderators of the relationship between digital literacy and interest in digital entrepreneurship among students on campus.

Keywords: digital literacy, digital entrepreneurial interest, internal and external

INTRODUCTION

The unemployment rate among college graduates remains high (as of August 2024), at 11.28% of the total unemployed in Indonesia (BPS, 2024). The primary reason is that college graduates tend to seek employment in the formal sector, which is considered to provide better prospects. However, the limited job opportunities available in this sector in Indonesia are insufficient to absorb all college graduates. Furthermore, the rapid development of computer and information technology has provided numerous new economic opportunities (Manullang & Waspada, 2022), particularly in digital entrepreneurship, such as creating online businesses and offering services or products online without the need for physical investment (Sartono, 2021). Other forms of digital entrepreneurship, such as digital online shops, the use of social media, e-commerce, blogs, and YouTube channels (Sartono, 2021), are also emerging business activities resulting from the positive impact of these developments.

In response to this reality, universities must foster an interest in digital entrepreneurship among their students. This approach is expected to enable the graduates they produce to create jobs in the digital entrepreneurship field, thereby gradually reducing the unemployment rate among university graduates. Digital entrepreneurship is a modern form of entrepreneurship that is creative, efficient, and effective in achieving

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business goals, as it involves the use of technology platforms and other communication tools (Giones & Brem, 2017).

Several factors have been identified to influence digital entrepreneurship interest among students at several universities. These factors include: digital literacy (Mutiah, 2022; Khairunisa & Sabaria, 2023), e-commerce use (Mutiah, 2022), internal locus of control and campus support (Apidana, 2022; Urbaningrum, 2023), self-efficacy (Widiasih & Darma, 2021), ICT self-efficacy (Nurhayati & Lestari, 2022), intrinsic motivation (Ridwan & Zaki, 2023), risk-taking and entrepreneurship education (Darmanto et al., 2022), and cognitive, individual, educational, environmental, and demographic factors (Indira et al., 2024). The factors that have been identified as influencing students' interest in entrepreneurship need to be explored, along with moderating factors, particularly those that can strengthen or reinforce their interest in digital entrepreneurship. This is expected to maintain the strong interest that students have developed and make it easier to realize after they graduate from college. However, research identifying these moderating factors remains scarce.

In reality, even though students have the ability to access technology and are actively involved in digital media, their level of engagement in digital entrepreneurship after graduation remains relatively low. This phenomenon contrasts with the findings of several previous studies that showed a positive relationship between digital literacy and interest in digital entrepreneurship. This gap indicates the existence of other factors that could potentially moderate the relationship between digital literacy and interest in digital entrepreneurship.

Theoretically, this research contributes to the development of digital entrepreneurship literature among university students by integrating the concept of digital literacy as a primary determinant of digital entrepreneurship interest and considering the influence of internal and external factors. Practically, the results of this study are expected to serve as a reference for universities, policymakers, and business incubators in developing curricula, programs, and ecosystems that support the growth of young digital entrepreneurs in Southwest Papua. For this matter, this study aims to examine the role of internal and external factors as moderating variables in the relationship between digital literacy and digital entrepreneurship interest among students.

METHOD

This research was conducted from July to September 2024 Febira Unimuda Sorong campus. The research method used was quantitative research. The population in this study was all Febira Unimuda Sorong students from the 2022 and 2023 intakes, totaling 287 students. The research sample was selected using a stratified random sampling technique from the population. The steps are as follows: (1) determining the number of student samples using the Slovin formula (Sugiyono, 2019): $n = N (1 + Ne^2)$, using e = 5%, resulting in n = 167 respondents; (2) Grouping the number of students in the population into subpopulations based on the study programs in Febira Unimuda Sorong (Accounting, Digital Business, Management, and Psychology); (3) Grouping each subpopulation into two strata (2022 and 2023 intakes); (4) Taking a simple random sample of each stratum. Based on this method, the number of samples for each stratum per study program is obtained as shown in Table 1.

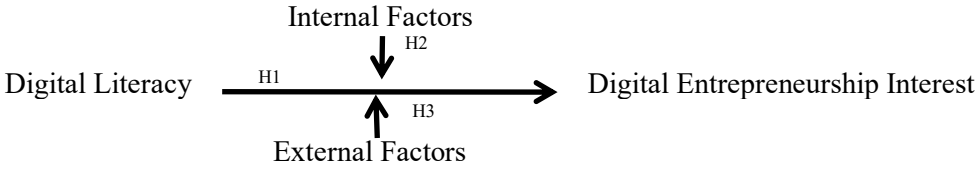
Table 1
Population and sample

Study Program	Class (year)	Number of students	Sample propotion*	Total
Accounting	2022	48	27.9	28
	2023	41	23.9	24
Digital Busines	2022	4	2.3	2
	2023	8	4.6	5
Management	2022	44	25.5	25
	2023	86	50.0	50
Psychology	2022	27	15.7	16
	2923	29	16.9	17
Total	-	287	-	167

Note. * Sample propotion = (Number of students : Total students) x total sample

The research framework and hypothesis are compiled in accordance with the research objectives, namely to study the influence of digital literacy (X) on interest in digital entrepreneurship (Y) with moderation of internal (Z1) and external (Z2) factors on Febira Unimuda Sorong students (Figure 1).

Figure 1
Research framework and hypothesis



The research instrument was structured according to the research variables studied, namely exogenous variables (digital literacy, X), endogenous variables (digital entrepreneurship interest, Y), moderating variables (internal factors, Z1; external factors, Z2). The measurement of the four research variables, digital literacy (Table 2), digital entrepreneurship (Table 3), internal factor (Table 4), and external factor (Table 5) used a 5-point Likert scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly Agree. For unfavorable items (codes X5.1, X7.3, Y2.6, and Y3.6), the scale assessment was the opposite of the assessment rules. Based on the results of distributing questionnaires to 167 selected students, 145 questionnaires were returned (response rate 87%), and were declared eligible for further processing. Data analysis used Structural Equation Modeling (SEM) with the Partial Least Square (PLS) method using SmartPLS 3.0 with a Second Order Confirmatory approach.

Table 2
Measurement instruments for digital literacy variables

Indicator	Statement (item)
X1. Ability to use the internet	X1.1. I use the internet as my daily source of information. X1.2. I am able to search the internet using various available media. X1.3. I prefer searching for information online rather than through textbooks.
X2. Ability to use search engines	X2.1. I am able to use the internet on the world wide web (www) to search for a collection of information.

	X2.2. I can search for information using search engines such as Yahoo, Google, and Ask.
X3. Understanding how Hypertext, Hyperlink, Web, Browser http, html, and url work	X3.1. I understand the function of hypertext and hyperlinks (direction links). X3.2. I am able to search for information using web browsers such as Mozilla, Opera, and Chrome. X3.3. I understand the characteristics of the web (http, html, and URL). X3.4. I understand the differences between web types based on their function (forums, blogs, e-learning, etc.).
X4. Understanding the differences between books, texts, and the internet	X4.1. I prefer to search for information on the internet because it is more comprehensive and faster. X4.2. I find it easier to summarize information obtained from the internet compared to regular textbooks.
X5. Ability to analyze the background of information sources on the internet	X5.1. I never trace the source or creator of information I read on the internet. X5.2. I am able to analyze the background of information I obtain from the internet. X5.3. I am able to analyze the web pages I visit.
X6. Ability to evaluate the information content of web pages	X6.1. When I get information from the internet, I compare it with other sources to ensure accuracy. X6.2. I look for other sources if the information I am looking for is incomplete.
X7. Ability to re-check the accuracy of the information obtained	X7.1. I am able to evaluate information on the internet that is relevant to my needs. X7.2. I am able to compare various information available through various media. X7.3. I never cross-check information on the internet.
X8. Ability to organize information	X8.1. I am able to utilize all platforms to create, collect, share, and communicate content through various social media platforms and discussion groups. X8.2. I am able to utilize social networking features (Facebook, Twitter, YouTube, Instagram, etc.) effectively. X8.3. I am able to create content on various platforms, such as blogs, forums, YouTube, etc.

Source: Mutiah (2022)

Table 3

Measuring instruments for the variable of interest in digital entrepreneurship

Indicator	Statement (item)
Y1. Studying the science you like	Y1.1. I am interested in learning about creative industries that utilize developments in information technology. Y1.2. I have read articles related to e-commerce on the internet to broaden my knowledge. Y1.3. I am interested in business activities connected to the digital society. Y1.4. I continue to hone my skills in mastering information technology to build businesses through electronic networks.

Y2. Have the drive to carry out activities and experiences	Y2.1. I am motivated to run an information technology-based business because I see successful people utilizing digital media in their businesses. Y2.2. I am interested in the trend of businesses using the internet because the results are profitable. Y2.3. I choose to do digital businesses such as e-commerce, marketplaces, website builders, etc. to prepare myself for future life challenges. Y2.4. I enjoy utilizing sophisticated application features connected to social networks because they make business more effective. Y2.5. The development of communication technology in the current era makes me want to participate in the creative economy through digital media. Y2.6. I am not sure I can face the challenges of economic competition and very rapid technological changes.
Y3. Focus on objects you like	Y3.1. I know things related to businesses that utilize digital transformation in business. Y3.2. I want to implement digital strategies when running a business. Y3.3. I am happy to have an attractive website to market my products and services in the future. Y3.4. Utilizing digital media for business is beneficial in terms of time efficiency, cost savings. Y3.5. I am happy to be able to interact with partners and customers through web technology. Y3.6. I do not want to have a business that utilizes information technology because I am not ready to face the existing risks.
Y4. Interested in working on objects that you like	Y4.1. I am willing to conduct business activities through electronic networks to be able to continue to compete in the current era. Y4.2. I try to take advantage of business opportunities through internet technology media to improve the standard of living. Y4.3. I want to build a business with the power of information technology for a brighter future. Y4.4. I try to create new things in the business that will be run because of the rapid technological trends. Y4.5. I am able to manage resources creatively through internet networks such as Google, Facebook, Microsoft etc. Y4.6. I am able to find ideas and develop them when creating products and services using the internet.

Source: Mutiah (2022)

Table 4
Internal factor variable measurement tools

Indicator	Statement (item)
Z1.1. Internal Locus of Control (Mahmood et al. 2019)	Z1.1.1. My life is controlled by myself. Z1.1.2. My life is determined by my own actions. Z1.1.3. When I get what I want, it is usually because I worked hard for it. Z1.1.4. When I make a plan, I believe I can make it happen. Z1.1.5. My success in life depends largely on my abilities.
Z1.2. Need for Achievement (Mahmood et al. 2019)	Z1.2.1. I strive to do my best at work. Z1.2.2. It is important to me to do the best job possible. Z1.2.3. I push myself to be “all I can be.”

	Z1.2.4. I strive to improve my work performance.
Z1.3. Risk Taking Propensity (Mahmood et al. 2019)	Z1.3.1. I am willing to take action to achieve unexpected results. Z1.3.2. I enjoy taking bold action by engaging in dangerous activities. Z1.3.3. I am always cautious of unexpected situations. Z1.3.4. I am ready and willing to take risks, whatever the risks.
Z1.4. Lifestyle Integration (Mahmood et al. 2019)	Z1.4.1. I want to start a business in the hope of enjoying a good life. Z1.4.2. I want to start a business with more activities. Z1.4.3. I want to start a business to support my financial interests.
Z1.5. Proactive Personality (Mahmood et al. 2019)	Z1.5.1. I am looking for different ways to improve my life. Z1.5.2. If I see something I feel uncomfortable with, I take action immediately. Z1.5.3. I am always looking for better ways to do things. Z1.5.4. If I believe in an idea, I will make it happen even in the face of obstacles.
Z1.6. Self-Efficacy (Sweida & Reichard, 2013)	Z1.6.1. I have skills suitable for entrepreneurial activities Z1.6.2. I feel confident in pursuing entrepreneurial activities. Z1.6.3. My previous mistakes are taken into consideration when pursuing future entrepreneurial activities.

Table 5
External factor variables measurement tools

Indicator	Statement (item)
Z2.1 Family Environment (Wagito, 2016)	Z2.1.1. My family supports me after graduating from college to become an entrepreneur or start my own business. Z2.1.2. I want to become an entrepreneur using the initial capital from my parents' wealth. Z2.1.3. My family has trained me to be an entrepreneur since I was a child. Z2.1.4. I chose to become an entrepreneur because many relatives encouraged me to become one. Z2.1.5. I chose to become an entrepreneur because many of my relatives are successful entrepreneurs.
Z2.2 Academic Support Urbaningrum, 2023)	Z2.2.1. The campus provides support for students' digital entrepreneurship activities. Z2.2.2. The campus helps students find new ideas in digital entrepreneurship. Z2.2.3. The campus provides facilities and infrastructure to facilitate students' entrepreneurial endeavors. Z2.2.4. The campus pays attention to the development of students' creativity, personality, and needs.
Z2.3. Social Networking (Mahmood et al., 2019)	Z2.3.1. Contacting people I know helps me find new business opportunities. Z2.3.2. I ask people I know about possible business ideas. Z2.3.3. I know many people who might be able to help me start a new business. Z2.3.4. I can rely on relatives, friends, or acquaintances for information about new businesses. Z2.3.5. I know people who might be able to help me find a new business. Z2.3.6. I use personal connections to promote my own business.

Z2.4. Subjective Norms (Mahmood et al., 2019)	Z2.4.1. My family thinks starting my own business is a good idea. Z2.4.2. If I start a new business, my family members will help me achieve success. Z2.4.3. If I start a new business, my family members work with me. Z2.4.4. My friends want me to start my own business. Z2.4.5. If I start a business, my friends will help me succeed. Z2.4.6. If I start a business, some of my friends will work with me.

RESULT

Outer Model Testing

Outer model testing is used to assess validity and reliability. This study used Convergent Validity, Discriminant Validity, Composite Reliability, and Cronbach's Alpha to test the outer model. Convergent validity is measured by the loading factor value. This value indicates the correlation of each measurement item (indicator) with its construct. The ideal loading factor value for a measurement item is >0.7 (Hair et al., 2011). Table 6 presents the loading factor values of the measurement items from the variables studied in this study that were declared invalid (loading factor value <0.7). These invalid loading factor values were removed from the model, then re-estimated to obtain a new model (see Figure 2).

Table 6
Loading factor of invalid measurement items

Variable	Indicator	Item Code	Loading Factor		Result
			First Order	Second Order	
Digital Literacy (X)	X2	X2.2	0.524	0.755	Invalid
	X3	X3.4	0.601	0.717	Invalid
	X8	X8.3	0.577	0.730	Invalid
Digital Entrepreneurship Interest (Y)	Y2	Y2.6	0.624	0.651	Invalid
	Y3	Y3.1	0.576	0.627	Invalid
	Y4	Y4.4	0.551	0.598	Invalid
Internal Factors (Z1)	Z1.4	Z1.4.2	0.654	0.770	Invalid
External Factors (Z2)	Z2.3	Z2.3.2	0.584	0.640	Invalid
	Z2.4	Z2.4.4	0.560	0.647	Invalid

Source: Primary data processed (2024)

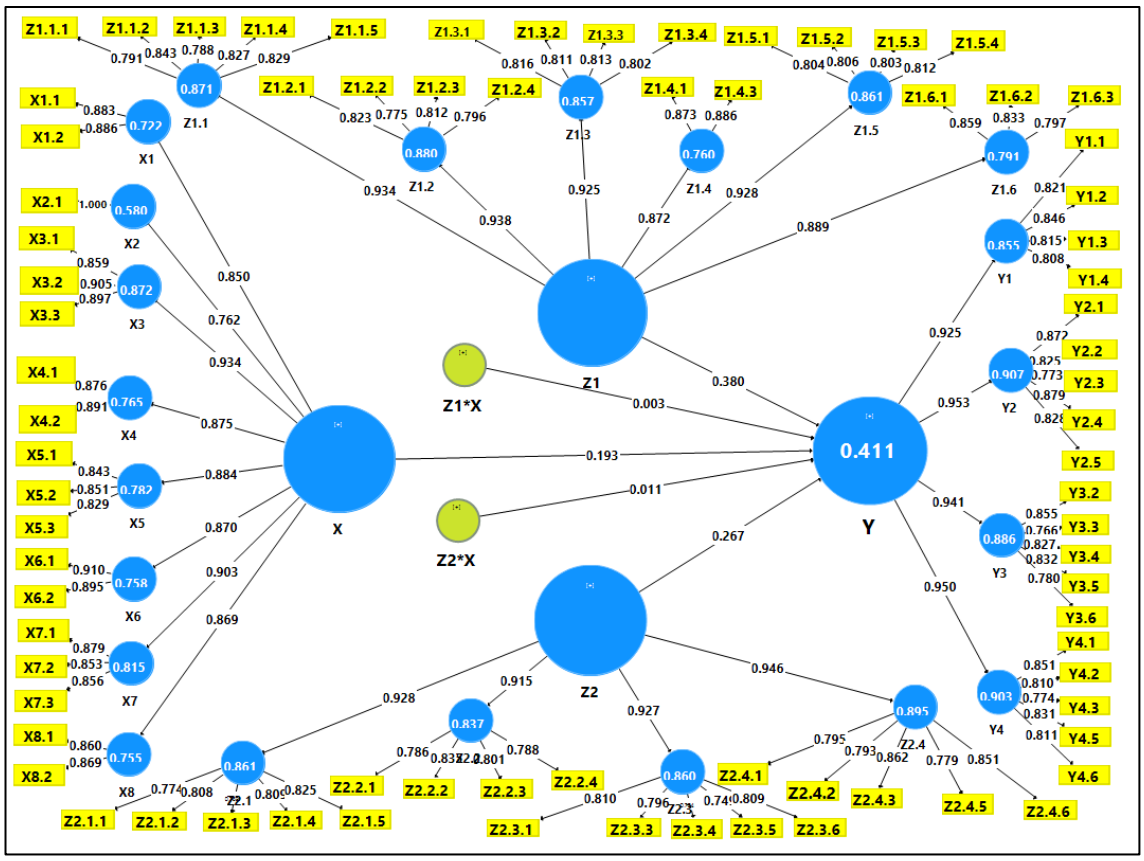
Discriminant validity is determined by calculating the Average Variant Extracted (AVE) value, the root of the AVE, and the correlation between latent variables. The AVE value for each indicator must be >0.5 (Hair et al., 2011). Table 7 shows the results of calculating the AVE value for all variables in this study, which is >0.5, indicating that each research variable has good discriminant validity.

Table 7
Average variance extracted (AVE)

Variable	AVE
Digital Literacy	0.600
Interest in Digital Entrepreneurship	0.601
Internal Factors	0.566
External Factors	0.556

Source: Primary data processed (2024)

Figure 2
Outer model test results



Source: Primary data processed using Smart-PLS (2024)

In Table 8, the AVE root value of each construct (bolded numbers) is higher than the correlation value between the construct and other constructs in the model (unbolded numbers), so it can be said that each variable has good discriminant validity. Based on the output results of Table 7 (AVE) and Table 8 (AVE root value and correlation between latent variables), it is concluded that all constructs meet the discriminant validity criteria.

Table 8
AVE root value and correlation between latent variables

Variable	X	Y	Z1	Z2
Digital Literacy (X)	**0.775**			
Interest in Digital Entrepreneurship (Y)	0.442	**0.775**		
Internal Factors (Z1)	0.351	0.529	**0.752**	
External Factors (Z2)	0.350	0.463	0.338	**0.746**

Source: Primary data processed (2024)

Reliability testing can use two methods: composite reliability and Cronbach's alpha. Table 9 presents the composite reliability and Cronbach's alpha values for each variable used in this study. A variable is considered to meet composite reliability if its value is >0.7 and its Cronbach's alpha value is >0.6 (Hair et al., 2011), indicating each latent variable in this study has a high level of reliability.

Table 9
Composite reliability and Cronbach alpha

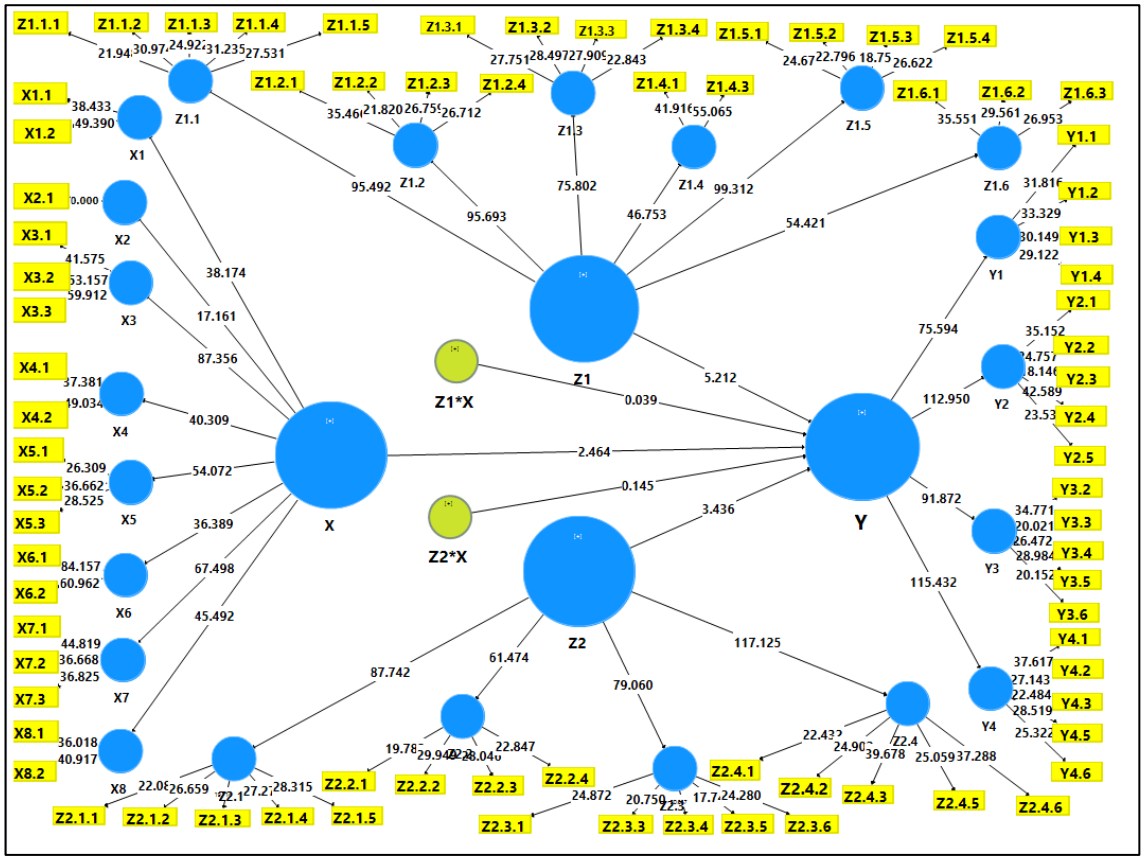
Variable	Composite Reliability	Cronbach Alpha
Digital Literacy	0.964	0.961
Interest in Digital Entrepreneurship	0.966	0.963
Internal Factors	0.966	0.964
External Factors	0.960	0.955

Source: Primary data processed (2024)

Inner Model Testing

Inner model testing is used to predict the relationship between latent variables for hypothesis testing. In this study, inner model testing includes the coefficient of determination (R^2) on the endogenous construct and path coefficient estimation to determine the path coefficient value or the magnitude of the influence of the latent construct.

Figure 3
Inner Model Test Results



Source: Primary data processed using Smart-PLS (2024)

The results of the inner model testing (PLS bootstrapping output) are shown in Figure 3. The coefficient of determination (R^2) shows the magnitude of the influence of exogenous variables on endogenous variables. The R^2 value is grouped into three, namely R^2>0.25 is classified as weak, R^2>0.50 is classified as moderate, and R^2>0.75 is classified as strong (Hair et al., 2011). The R^2 coefficient in this study is classified as weak because it was found to be 0.411 (Table 10), meaning that the influence of exogenous variables

on endogenous variables (interest in digital entrepreneurship) is only 41.1%, the rest (58.9%) is influenced by other variables outside the variables studied in this study.

Table 10
R^2 and R^2 (adjusted)

	R^2	R^2 (adjusted)
X1	0.411	0.398
X2	0.722	0.720
X3	0.580	0.577
X4	0.872	0.871
X5	0.765	0.764
X6	0.782	0.781
X7	0.758	0.756
X8	0.815	0.814
Y1	0.755	0.753
Y2	0.855	0.854
Y3	0.907	0.907
Y4	0.886	0.885
Z1.1	0.903	0.902
Z1.2	0.871	0.871
Z1.3	0.880	0.879
Z1.4	0.857	0.855
Z1.5	0.760	0.758
Z1.6	0.861	0.860
Z2.1	0.791	0.790
Z2.2	0.861	0.860
Z2.3	0.837	0.836
Z2.4	0.860	0.859

Note. X1 to X8: digital literacy indicators; Y1 to Y4: digital entrepreneurship interest indicators; Z1.1 to Z1.6: internal factor indicators; Z2.1 to Z2.4: external factor indicators.

Based on Table 10, it is known that X3 (understanding how Hypertext, Hyperlink, Web, Browser http, html, and url work) is an indicator that has the highest coefficient of determination among the eight indicators of the digital literacy variable, so it can be concluded that the X3 indicator has a dominant influence on its construct variable (digital literacy). Likewise, Y2 (having the drive to carry out activities and experiences), Z1.2 (need for achievement), and Z2.4 (subjective norms) are the dominant indicators respectively for the variable of interest in digital entrepreneurship; internal factors; and external factors of respondents.

Table 11
Path coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-Value
X → Y	0.193	0.190	0.078	2.464	0.014
Z1*X → Y	0.003	0.006	0.088	0.039	0.969
Z2*X → Y	0.011	0.025	0.076	0.145	0.885

Note. Z1*X = Moderation Effect-1; Z2*X = Moderation Effect-2; X = Digital Literacy; Z1 = Internal Factors; Z2 = External Factors; Y = Digital Entrepreneurship Interest.

Table 11 presents the results of the path coefficient analysis of this study for hypothesis testing as shown in Figure 1. The criteria for the significance of an exogenous variable on an endogenous variable are if the T Statistics > 1.96 or P-Value ≤ 0.05, then it is concluded that the exogenous variable has a significant effect on the endogenous variable and the reverse is also true. Table 11 shows that X (digital literacy) has a positive and significant effect (P-Value < 0.05) on Y (interest in digital entrepreneurship) in Febira Unimuda Sorong students (H1 is accepted); while Z1*X (moderating effect-1) and Z2*X (moderating effect-2) do not have a significant effect (P>0.05) on Y (interest in digital entrepreneurship) in Febira Unimuda Sorong students (H_2 and H_3 are rejected).

DISCUSSION

Measurement of the level of digital literacy in respondents is based on eight indicators as previously conducted by Mutiah (2022), including the ability to use the internet (X1), the ability to use search engines (X2), understanding how hypertext, hyperlinks, web, http browsers, html, and urls work (X3), understanding the differences between books, texts, the internet (X4), the ability to analyze the background of information sources on the internet (X5), the ability to evaluate the content of information from various web pages (X6), the ability to re-check the accuracy of the information obtained (X7), and the ability to organize information (X8).

The results of the data analysis found that the X3 indicator was the most dominant in determining the level of digital literacy of respondents, because this indicator had the highest R^2 (0.872) compared to indicators from other literacy variables. This shows that the level of digital literacy is largely determined by their understanding of how hypertext, hyperlinks, web, http browsers, html, and urls work. The assessment aspects of this X3 indicator are understanding the function of hypertext and hyperlinks; how to search for information through web browsers such as Mozilla, Opera, Chrome; understanding web characteristics (http, html, url); knowledge of the differences between types of websites based on their functions (forums, blogs, e-learning and so forth). These aspects need more attention to be improved in order to increase the level of digital literacy.

The results of the hypothesis testing indicate that digital literacy has a positive and significant effect on the interest in digital entrepreneurship. This means that the higher the level of digital literacy possessed by students, the greater their interest in digital entrepreneurship. The results of this study are similar to those of Mutiah (2022), who found that digital entrepreneurship interest among students was partially influenced by digital literacy and e-commerce usage. A similar report also found that digital literacy had a positive and significant effect on digital entrepreneurship interest (Khairunisa & Sabaria, 2023). Therefore, the results of this study can be used as complementary material in developing student development strategies by the university to foster interest in digital entrepreneurship among students.

However, the results of this study differ from those of Apidana (2022) and Urbaningrum (2023). Both studies concluded that digital literacy had no effect on interest in digital entrepreneurship. This difference in results is suspected to be due to differences in the characteristics of the respondents studied. The difference in these two research findings is likely due to differences in the characteristics of the respondents studied. However, many other research reports support this study's results, including (Salsabila, 2009) who stated that a person with good digital literacy can facilitate entrepreneurship in this digital era. Another report also stated that if students have good digital literacy,

they will be more creative in promoting products developed through social media without having to own or rent space and spend a lot of capital to market their products (Hasmiah et al., 2021). Nanda and Sudiana (2022) also reported that digital literacy significantly influences entrepreneurial interest among final-year students.

This study shows that internal and external factors could act as moderating variables in the relationship between digital literacy and digital entrepreneurship interest. Liana (2019) stated that moderating variables are variables that can strengthen or weaken the direct relationship between the independent variable and the dependent variable. The results of the data analysis in this study show that the role of internal and external factors as moderators of the relationship between digital literacy and digital entrepreneurship interest is not significant. This means that both variables (internal and external factors of respondents) are not able to play a role in moderating (strengthening) the relationship between the exogenous variable and the endogenous variable in this study.

Based on the findings, it can be concluded that efforts to foster digital entrepreneurship interest among students can be carried out by improving digital literacy. Indicators that contribute most dominantly to the level of digital literacy need more attention, especially aspects of these dominant indicators. Therefore, it is necessary to develop a development strategy for students in an effort to produce graduates who are ready to become digital entrepreneurs and are ready to be major contributors to the country's economic development. Development strategies for students can be implemented in various ways, including the need for academic support or campus support that provides a conducive atmosphere for the birth and development of digital entrepreneurship interest in students. Many studies report that academic support has a positive and significant effect on entrepreneurial interest in students (e.g., Aryaningtyas & Palupiningtyas, 2017; Lestari & Johan, 2020; Apidana, 2021; Urbaningrum 2023). Appropriate academic support to foster entrepreneurial interest in students is through the university providing encouragement or conditions to foster entrepreneurial interest among students (Lestari & Johan, 2021). Indicators of academic support include support for starting one's own business, encouragement to express ideas, and the availability of good infrastructure support for business establishment practices (Aryaningtyas & Palupiningtyas, 2017).

CONCLUSION

Based on the results of this study, it can be concluded that digital literacy has a positive and significant effect on the interest in digital entrepreneurship among Febira Unimuda Sorong students. This indicates that the higher the level of digital literacy possessed by students on the campus, the higher the students' interest in digital entrepreneurship, and vice versa. Neither internal nor external student factors have been shown to play a significant role in moderating the relationship between digital literacy and interest in digital entrepreneurship among students. This study has several limitations. First, the research subjects were limited to students of the Faculty of Economics, Business, and Humanities, Muhammadiyah University of Education, Sorong, so the results cannot be generalized to students of other universities. Second, data collection was only through questionnaires without interviews, so it does not provide an in-depth and accurate picture compared to mixed methods. In the future, it is recommended that research use mixed methods to explore more deeply the factors that influence interest in digital entrepreneurship, as well as examine other moderating variables that can strengthen the

relationship between digital literacy and interest in digital entrepreneurship in students. In addition, it is also necessary to expand the research subjects to other faculties or different universities.

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Competing interests
The author has declared that there are no conflicts of interest

Data availability
The original primary data presented in the study are included in the article, further inquiries can be directed to the corresponding author

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