

THE INFLUENCE OF DIGITAL LITERACY, SELF-EFFICACY, AND INCOME EXPECTATION ON ENTREPRENEURIAL INTENTIONS OF ACCOUNTING STUDENTS AT UNIVERSITAS AHMAD DAHLAN

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Abstract:

This study aims to analyze the influence of digital literacy, self-efficacy, and income expectations on the entrepreneurial intentions of Accounting students at Universitas Ahmad Dahlan, Yogyakarta, from the 2018–2022 cohorts. This research employed a quantitative method. Data were collected through a Google Form questionnaire distributed to Accounting students, and the sample was selected using purposive sampling. The study included 113 respondents. Data analysis was conducted using SPSS 25 software with multiple linear regression analysis. The results indicate that digital literacy has a positive influence on entrepreneurial intentions, self-efficacy positively affects entrepreneurial intentions, and income expectation does not significantly impact entrepreneurial intentions.

Keywords: Digital Literacy, Self-Efficacy, Income Expectation, Entrepreneurial Intention

1. Introduction

Human resource development is one of the key components of a country's economic growth. Achieving economic growth is challenging due to numerous human resource issues. One significant issue is unemployment, which arises from the imbalance between the labor force and available job opportunities (LIPUTAN 6, 2023). This imbalance is evident in the increasing number of graduates compared to the insufficient number of job opportunities.

Based on the National Labor Force Survey in August 2023, the unemployment rate in Indonesia reached 7.86 million out of a total workforce of 147.71 million. This unemployment figure is predominantly composed of individuals aged 15–24 years. The youth open unemployment rate (TPT) in 2023 stands at 19.40% (CNBC Indonesia, 2023).

Such circumstances highlight the need for students to not only rely on diplomas but also to develop skills and innovation. Creating a business can be an attractive option for students interested in exploring entrepreneurial

potential. Entrepreneurial potential can be nurtured through a combination of formal education, skill development, and the courage to seize new opportunities. In addition to having entrepreneurial soft and hard skills, possessing the intention to start a business is crucial.

According to Pricilia et al. (2021), entrepreneurial intention refers to an individual's interest and desire to develop a business, coupled with their readiness to face potential risks. Similarly, Putry et al. (2020) describe entrepreneurial interest as the tendency and inner drive of an individual to develop business activities without external pressure or coercion. Thus, entrepreneurial intention can be defined as an individual's interest, inclination, and internal desire to create a business, independently and with a willingness to face the associated risks. Therefore, understanding the factors influencing entrepreneurial intention is essential.

Several factors can affect entrepreneurial intention, including digital literacy, self-efficacy, and income expectations.

The first factor, **digital literacy**, refers to the ability to identify, understand, analyze, interpret, and use information from digital technology (Harjono, 2019). Proper use of digital technology by students, especially via the internet, provides up-to-date information on market trends, business potential, and entrepreneurial opportunities. This enhances students' perspectives and helps them develop business ideas. Khoiriyah (2022) found that digital literacy partially influences entrepreneurial intention.

The second factor, **self-efficacy**, is the belief in one's ability to plan and execute actions to achieve desired outcomes (Indriyani & Subowo, 2019). Entrepreneurial intention reflects an individual's motivation and interest in engaging in entrepreneurial activities. Bastomi and Sudaryanti (2022) noted that individuals with high self-efficacy are confident in their ability to manage their own businesses successfully.

The third factor, **income expectations**, pertains to an individual's expectations regarding the income they can earn through a particular business or job. High income expectations can motivate individuals to choose entrepreneurship over employment (Noor & Anwar, 2022). Entrepreneurs have the potential to earn higher incomes than employees. By running their own businesses, they gain full control over potential profits.

The Accounting Study Program at Universitas Ahmad Dahlan has offered entrepreneurship courses since 2012. The curriculum has been developed to remain relevant to market dynamics, with initiatives such as public lectures featuring entrepreneurs. These courses equip students with the knowledge and skills necessary for business planning and management. Accounting students are directly linked to business in the areas of finance, reporting,

60 and financial analysis—skills that are invaluable in entrepreneurship, particularly in managing the financial aspects
61 of a business.

622. Literature Review [General organization]

63 Theory of Planned Behavior

64 The theory of planned behavior is a concept that links attitudes and beliefs to individual behavior (Yandini
65 & Suryanawa, 2022). According to Ajzen (1991), this theory explains that an individual's intention to perform a
66 particular action is influenced by three conceptual determinants: attitude toward the behavior, subjective norms,
67 and perceived behavioral control. The theory of planned behavior aligns with human behavior and can be used to
68 assess an individual's entrepreneurial intention (Indriyani & Subowo, 2019).

69 Entrepreneurial Intention

70 According to Setiabudi (2019), entrepreneurship involves efforts undertaken by individuals to create self-
71 employment through starting a new business or developing innovative products or services. Entrepreneurial
72 intention refers to an individual's interest and desire to establish a business, accompanied by readiness to face
73 potential risks (Pricilia et al., 2021). Entrepreneurial intention fosters a tendency to take initiative, confront
74 business challenges, and pursue business opportunities (Uma & Anasrulloh, 2023).

75 Digital Literacy

76 According to Harjono (2019), digital literacy is the ability to understand, analyze, interpret, and utilize
77 information from digital technology. It encompasses a combination of information and communication technology
78 skills, critical thinking, collaboration, and social awareness. Digital literacy involves functional skills related to
79 the effective use of digital technology, the ability to analyze and evaluate digital information, and an understanding
80 of the context in which digital technology is used (Harjono, 2018).

81 Self-Efficacy

82 Self-efficacy refers to an individual's belief in their ability to perform certain behaviors or actions,
83 considering past experiences and challenges faced (Wijaya, 2015). It involves a person's assessment of their
84 capability to act appropriately, make correct decisions, and accomplish tasks according to set targets (Munawar,
85 2019). Self-efficacy plays a crucial role in entrepreneurship, enabling individuals to optimize their potential when
86 supported by strong self-efficacy beliefs (Pricilia et al., 2021).

87 Income Expectation

Income refers to the amount of money or goods received by individuals, companies, or organizations from business activities such as selling products and services, earning wages, collecting rent, receiving interest or profit sharing, and generating profits used to meet daily needs (Erizal & Rahmi, 2024). Income expectation is an individual's anticipation of the amount of income they will earn through business activities or employment. A person with high income expectations is likely to be motivated to engage in entrepreneurship (Noor, R. M., & Anwar, 2022)

2.1. Headings

According to Harjono (2019), digital literacy influences individual attitudes toward entrepreneurship. Those with strong digital knowledge and skills are more likely to perceive entrepreneurship as accessible and manageable through digital media. Proper use of digital technology, such as the internet, allows students to access updated information on market trends, business potential, and entrepreneurial opportunities, broadening their horizons and aiding in business idea development.

Self-efficacy refers to an individual's belief in their ability to undertake actions effectively, considering their experiences and obstacles faced (Wijaya, 2015). It also encompasses the self-assessment of one's ability to perform correctly and complete tasks as targeted (Munawar, 2019). In entrepreneurship, self-efficacy plays a critical role, enabling individuals to optimize their potential if supported by their self-belief (Pricilia et al., 2021).

Income expectations refer to an individual's hopes for the income they can earn through their entrepreneurial activities or employment. High income expectations can drive individuals to engage in entrepreneurship (Noor & Anwar, 2022). Entrepreneurs have full control over their business profits, which serves as a strong motivation to pursue entrepreneurship.

2.2. Hypotheses

H1: *Digital Literacy Shapes Students' Entrepreneurial Intentions*

H2: *Self-Efficacy Impacts Students' Entrepreneurial Intentions*

H3: *Income Expectations Shape Students' Entrepreneurial Intentions*

3. Methodology

This research employs a quantitative approach. The object of the study is accounting students of Universitas Ahmad Dahlan from the 2018–2022 cohorts. The sampling technique used is purposive sampling, which involves selecting samples based on specific criteria or considerations. The criteria for this study are accounting students of Universitas Ahmad Dahlan who have taken entrepreneurship courses. The total sample size is 113 respondents.

The data in this study are primary data collected directly by the researcher through questionnaires distributed via Google Forms. The questionnaire was shared with respondents using social media platforms. Respondents were asked to provide responses based on prepared options, using a Likert scale to measure their level of agreement or disagreement with the questionnaire statements. The scale ranges from 1 to 5, with options including Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

The data analysis technique utilized in this research is multiple linear regression analysis. Classical assumption tests were conducted, including the Normality Test, Multicollinearity Test, and Heteroscedasticity Test. Finally, the Multiple Linear Regression Test was performed, encompassing the Determination Coefficient Test (R^2) and Partial Test (t-test).

3.1. Data Analysis

The study involved 113 respondents from the Accounting Study Program for the 2018–2022 cohorts. All 113 responses were valid and processed using SPSS version 25.

Classical Assumption Test

1. Normality Test

The normality test assesses whether the data in the sample or population are normally distributed. The Kolmogorov-Smirnov method was used, with a significance value greater than 0.05 indicating normal distribution

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		113
Normal Parameters ^a , b	Mean	.0000000
	Std. Deviation	1.86304484
Most Extreme Differences	Absolute	.053
	Positive	.053
	Negative	-.044
Test Statistic		.053
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		

c. Lilliefors Significance Correction.
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d. This is a lower bound of the true significance.
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The significance value of 0.200 is greater than 0.05, indicating that the residual data in this study are normally distributed.

Multicollinearity Test

The multicollinearity test is conducted to determine whether there is a significant correlation between the independent variables in the regression model. In this study, the multicollinearity test was performed using the Tolerance Value and Variance Inflation Factor (VIF) methods. The criteria used are a tolerance value > 0.1 and a VIF value < 10 , indicating the absence of multicollinearity in the regression model.

Coefficients ^a								
		Unstandardized		Standardized			Collinearity Statistics	
		Coefficients		Coefficients			Tolerance	VIF
Model		B	Std. Error	Beta	t	Sig.		
1	(Constant)	7.236	1.945		3.721	.000		
	Digital literacy	.403	.083	.418	4.853	.000	.596	1.677
	Self-efficacy	.276	.074	.319	3.718	.000	.601	1.665
	Income expectations	.119	.083	.110	1.445	.151	.767	1.305
a. Dependent Variable: Entrepreneurial Interest								

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The test results show that the independent variables, namely digital literacy, self-efficacy, and income expectations, have tolerance values greater than 0.1 and VIF values less than 10. It can be concluded that there is no multicollinearity among the independent variables in this study.

Heteroscedasticity Test

The heteroscedasticity test is conducted to assess whether there is an inconsistency in the variance and residuals between observations in a regression model. A regression model is considered good if heteroscedasticity does not occur. In this study, the heteroscedasticity test was performed using the Glejser test. The criteria used are a significance value > 0.05 , indicating the absence of heteroscedasticity in the regression model..

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.181	1.136		.159	.874
	Digital literacy	.047	.048	.119	.965	.337

	Self-efficacy	.007	.043	.020	.165	.869
	Income expectations	-.003	.048	-.007	-.064	.949
a. Dependent Variable: RES2						

Based on the results of the heteroscedasticity test, the variables digital literacy, self-efficacy, and income expectations have significance values greater than the alpha value of 0.05. It can be concluded that there is no heteroscedasticity in the regression model used in this study

2. Multiple Linear Regression Test

The multiple linear regression analysis was conducted to examine the influence of the independent variables (Digital Literacy, Self-Efficacy, and Income Expectation) on the dependent variable (Entrepreneurial Intention). The regression equation is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = 7.236 + 0.403X_1 + 0.276X_2 + 0.119X_3 + e$$

Explanation:

The value of α , which is 7.236, represents the constant when the entrepreneurial interest variable is not influenced by the independent variables: digital literacy (X_1), self-efficacy (X_2), and income expectations (X_3). If the independent variables are absent, the dependent variable, entrepreneurial interest, does not change.

The value of β_1 (the coefficient value of X_1) is 0.403, indicating that the digital literacy variable has a positive influence on entrepreneurial interest. This means that each increase of one unit in the digital literacy variable will affect entrepreneurial interest by 0.403, assuming that other variables in this study are not examined.

The value of β_2 (the coefficient value of X_2) is 0.276, indicating that the self-efficacy variable has a positive influence on entrepreneurial interest. This means that each increase of one unit in the self-efficacy variable will affect entrepreneurial interest by 0.276, assuming that other variables in this study are not examined.

The value of β_3 (the coefficient value of X_3) is 0.119, indicating that the income expectations variable has a positive influence on entrepreneurial interest. This means that each increase of one unit in the income expectations variable will affect entrepreneurial interest by 0.119, assuming that other variables in this study are not examined.

Adjusted R² Value

The coefficient of determination test is used to examine the extent to which the independent variables can explain the dependent variable.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720 ^a	.519	.506	1.889
a. Predictors: (Constant), income expectations, self-efficacy, digital literacy				

Based on the test results, the Adjusted R Square value obtained is 0.506. This indicates that 50.6% of entrepreneurial interest is determined by the variables digital literacy, self-efficacy, and income expectations, while the remaining 49.4% is influenced by other variables not examined in this study.

Partial Test (t-Test)

The partial test is used to assess the individual influence of an independent variable in explaining the variation in the dependent variable. The results of the t-test are evaluated based on the significance value. An independent variable is considered to have an effect on the dependent variable if the significance value (sig) is < 0.05 . Additionally, the independent variable is said to have an effect if the calculated t-value (t-count) $>$ the critical t-value (t-table).

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.236	1.945		3.721	.000
	Digital literacy	.403	.083	.418	4.853	.000
	Self-efficacy	.276	.074	.319	3.718	.000
	Income expectations	.119	.083	.110	1.445	.151
a. Dependent Variable: Entrepreneurial Interest						

Discussion

To explain the t-test, the critical t-value (t-table) must first be calculated. The t-table value for a significance level of 0.025 with 109 degrees of freedom is 1.984. The results of the partial test are as follows:

- Hypothesis Test Results: Digital Literacy on Entrepreneurial Interest** The t-test results for the digital literacy variable show a significance value of 0.000, which is smaller than 0.05. The calculated t-value (t-count) is 4.853, which is greater than the critical t-value (t-table) of 1.984. It can be concluded that the digital literacy variable has a positive and significant effect on entrepreneurial interest.
- Hypothesis Test Results: Self-Efficacy on Entrepreneurial Interest** The t-test results for the self-

efficacy variable show a significance value of 0.000, which is smaller than 0.05. The calculated t-value (t-count) is 3.718, which is greater than the critical t-value (t-table) of 1.984. It can be concluded that the self-efficacy variable has a positive and significant effect on entrepreneurial interest.

3. **Hypothesis Test Results: Income Expectations on Entrepreneurial Interest** The t-test results for the income expectations variable show a significance value of 0.151, which is greater than 0.05. The calculated t-value (t-count) is 1.445, which is smaller than the critical t-value (t-table) of 1.984. It can be concluded that the income expectations variable does not have a significant effect on entrepreneurial interest.

Conclusions And Recommendations

Conclusions

Based on the data collected, analysis, and discussion, the study concludes as follows:

1. Digital Literacy positively influences entrepreneurial intention among accounting students at Universitas Ahmad Dahlan.
2. Self-Efficacy positively influences entrepreneurial intention among accounting students at Universitas Ahmad Dahlan.
3. Income Expectation does not influence entrepreneurial intention among accounting students at Universitas Ahmad Dahlan.

Recommendations

1. Future research should include additional variables related to factors influencing entrepreneurial intention, as this study only examined Digital Literacy, Self-Efficacy, and Income Expectation.
2. Expanding the sample to include students from various majors and universities can enhance the generalizability of the research findings.

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