

Millennial Digital Content Creator on New Normal Era: Factors Explaining Digital Entrepreneur Intention

Ni Putu Santhi Widiasih^{a*}
Gede Sri Darma^b

^{a,b} Master of Management Study Program, University of National Education, Bali, Indonesia

Abstract

The impact of Covid-19 pandemic and the new normal era to the intensity of the use of digital media by the millennial generation were significant increased, this condition was in line with the development of the world of work in the industrial era 4.0 where many permanent workers were replaced by freelancers which caused a change in the mindset of the millennial generation toward job preferences that shifted from formal jobs to digital entrepreneurs. This study aimed to determine the factors that influenced digital entrepreneurs' intentions of digital content creators being able to compete in the digital world. Data was collected through 240 experienced digital content creators. Data analysis was performed by SEM-PLS. The findings of this study indicated that self-efficacy was able to strengthen the influence of entrepreneurship education and public support on digital entrepreneur intention. This research leave a gap for further research to examine more detailed which related to the mindset and behavior of the millennial generation towards work preferences in the digital era. Moreover, Indonesia as a nation was predicted to enter an era of surplus population of working productive age and with this research the government could anticipate the early occurrence of job shortages.

Keywords

Entrepreneur intention; public support; self-efficacy; skills; entrepreneurship educational

Received: 20 September 2021; Accepted: 18 October 2021; Published Online: 31 December 2021

DOI: 10.21776/ub.apmba.2021.010.02.4

Introduction

The emergence of the COVID-19 pandemic caused a significant weakening of the global economy, as well as the Indonesian economy (Susilawati, Palevi, & Purwoko, 2020; Ozili & Arun, 2020). The impact of this pandemic is working from home or working from home, and some who are not lucky will experience termination of employment from the company where they work (Sulistyorini, 2021). Termination of employment certainly occurs in various sectors because the COVID-19 pandemic

has an impact on the transportation, tourism, trade, health and other sectors (Susilawati et al., 2020; Caraka et al., 2021). The "lock down" policy was taken by various countries to prevent the further spread of COVID-19 which led economic activity to be hampered and put pressure on future world economic growth, including Indonesia's economic growth. This condition is very burdensome for the community, but slowly there are changes in work patterns due to technological

*Corresponding author Email: widiasihsanthi@gmail.com

assistance in which some works can be done anywhere with the help of the internet and digital platforms, as well as the mindset of the millennial generation who can no longer rely on formal work in facing difficulties in terms of economy (Scheidgen, Gumusay, Gunzel, Kerlv, & Wolf, 2021).

One of the ways to escape current financial difficulties is to engage in creative entrepreneurship (Cenamor et al., 2019; Znagui & Rahmouni, 2019; Flowers & Meyer, 2020). By utilizing technological advances, the term digital content creator has emerged which has changed most of the mindsets of the current millennial generation in terms of looking for work. Content creator is a term for someone who produces various content materials in the form of writing, images, videos, sound, or a combination of two or more materials (Nayan et al., 2021; Törhönen et al., 2021). Content created by content creators is usually published on digital platforms, such as Tiktok, YouTube, Instagram, Snapchat, WordPress, and so on which results in a consequence, namely the intense competition that is formed due to the emergence of more and more digital content creators (Dewi & Darma, 2019; Astuti & Nasution, 2014).

The emergence of innovative technology in several fields has made it possible to take a step towards the fourth industrial revolution where innovation is emerging at high speed and disrupting almost all sectors around the world and entire systems of production, management, governance and entrepreneurship are changed and give birth to innovative startups which brings hope to the economy (Znagui & Rahmouni, 2019; Sudiwedani & Darma, 2020; Asri & Darma, 2020). This change provides financial opportunities for digital content creators. As quoted from katadata.com (2018) the projected income of influencers who become content creators on the internet is higher than income from the formal sector. Even when compared to the average monthly net income of self-employed workers in 2020 according to the main

occupation, which is Rp. 1,866,000.00 (BPS, 2020). The income earned by influencers and content creators is much higher and becomes one of the main reasons millennials want to become content creators.

The millennial generation's entrepreneurial interest is also influenced by the support of the internet as a digital media that makes it easier for business activities to be carried out (Zaheer, Breyer, & Dumay, 2019; Cutolo & Kenney, 2020; Cenamor, Parida, & Wincent, 2019). As quoted on www.internetworldstats.com in Tjiptono & Diana (2020, p.369), the total population of Indonesia in 2019 reached 269.5 million people with a total of 171.2 million internet users which indicates that there is a great opportunity to utilize the internet as a means of business which eventually develops into e-commerce. The very rapid development of internet users is linear with the growth of content creators in the digital world (Nayan, Shafie, Chualan, Zakaria, & Nayan, 2021; Cenamor et al., 2019; Kollmann, Stockman, Niemand, Hensellek, & Cruppe, 2021; Wang, Tseng, Wang, & Chu, 2019).

The desire to become an entrepreneur is a mental statement that is owned by a person to plan and survive in a business from the smallest scale (Ayyubi, Setyanti, & Surroso, 2018; Thelken & Jong, 2020; Ilmaniati & Musihudin, 2017; Youssef, Boubaker, Dedaj, & Carabregu, 2021; Hyytinen, 2021) while Digital entrepreneurship is a business or business that is run by digital media or the internet in the form of social media, blogs, websites, and so on (Yeh, Wang, Hsu, & Lin, 2020; Dewi & Haryanto, 2017; Sitingjak, 2019; Ghatak, Chatterjee, & Bhowmick, 2020; Nzembayie et al., 2019; Fisch et al., 2021). To conclude, digital entrepreneurship intention is a desire from someone to run a business digitally or utilize digital technology. Based on the data obtained, the opportunity to become digital entrepreneurship is indeed quite good, but creating content on the internet requires support from the surrounding environment

or public support (Elia, Margherita, & Passiante, 2020; Ayob et al., 2013; Cao & Ngo, 2019).

The emergence of content creators is not immediately accepted by the community as a livelihood or job, especially for the older generation who are still stick with career paths and pension funds. Because of that, many millennials experience obstacles in creating content due to environmental pressures and parents who feel content creators are just a play activity. The absence of public support often makes content creators retreat and lose their motivation in producing content (Nowiński, Haddoud, Wach, & Schaefer, 2020; Filho, Matos, Trajano, & Lessa, 2020; Yulita et al., 2020). The difference in mindset between the younger generation and the previous generation creates a gap that becomes a challenge for young entrepreneurs who run businesses in the digital world. Adaptation to the development of the digital era is needed to be able to see opportunities and prepare mentally. The greater the public support received by a person, it is indicated that it will make their mindset more positive and increase their desire to do things that are supported by their environment (Hasanah & Setiaji, 2019; Filho et al., 2020).

In addition to public support, entrepreneurship education is also one of the important factors that determine entrepreneurial intention. In Indonesia, entrepreneurship education is important even entrepreneurship education has been included in the curriculum (Sarassina, 2020; Somjai & Sangperm, 2019). Entrepreneurship education can be interpreted as a form of education and the provision of practical knowledge about business, skill development, and self-confidence that are closely related to achieving business success (Anjum et al., 2018; Nabi et al., 2018; Ndofirepi, 2020). In Indonesia, education about entrepreneurship has been given to students at universities through entrepreneurship classes. Through these classes, universities want to increase their students'

entrepreneurial intentions and encourage their intention to become entrepreneurs (Sarassina, 2020; Rezazadeh & Mahjoub, 2016).

A content creator cannot rely solely on public support and entrepreneurship education to produce quality content, self-efficacy is needed to make opportunities can be utilized as good as possible (Ip, Wu, Liu, & Liang, 2017; Bullough, Renko, & Myatt, 2014; Ghatak et al., 2020; Adelekan, Williamson, Atiku, & Ganiyu, 2018). Self-efficacy is a person's perception of his abilities and self-regulation in an effort to achieve certain desires tertentu (Wang, Tseng, Wang, & Chu, 2019; Westhuizen & Goyayi, 2020; Shah & Mehta, 2019; Domínguez & Bezanilla, 2021; Klongthong, Thavorn, Thanabodypath, Dhammathattariya, & Chandrachai, 2020). In addition to self-efficacy, entrepreneurial skills are also one of the factors that can strengthen a person's entrepreneurial intention. Gangi et al., (2018) stated that entrepreneurial skills play an important role in entrepreneurship, for example, communication skills to other people are very important in entrepreneurial activities. In addition, the increasingly competitive job market conditions amid the increasing number of fresh graduates have caused the millennial generation to have to prepare themselves for all possibilities, and they must improve their skills to open up other opportunities in work, and not just wait for opportunities given by the government or certain agencies in the field of work to get a job (Ciuchta & Finch, 2019).

Research conducted by Vodă & Florea (2019); Nowiński et al., (2020); Iwu et al., (2021) showed that entrepreneurship education has a positive effect on entrepreneurial intention. The better a person's knowledge of entrepreneurship, the more mature their readiness to run a business. This is in line with the results of research conducted by Thelken & de Jong (2020); Handayati et al., (2020) which states that entrepreneurship education is an important aspect in a person's decision to

become an entrepreneur or a person's entrepreneurial intention.

Research conducted by Bullough et al., (2014) shows that the entrepreneurial intention possessed by the younger generation is an important desire in facing a fairly high economic crisis because the younger generation considers that entrepreneurial intention is an effective solution in improving their standard of living a better life. The results of research conducted by Handayati, Wulandari, Soetjipto, Wibowo, & Narmaditya (2020) also state that entrepreneurial intention requires a perception that is supported by the environment, especially in growing knowledge about entrepreneurs. Meanwhile, research conducted by Neneh (2020) explains that there are various obstacles experienced by an entrepreneur, including there must be an alignment between the support system and self-efficacy in entrepreneurial intention.

The results of research conducted by Badri & Hachicha (2019); Sánchez & Sahuquillo (2018); Azzam (2016) shows that entrepreneurial intention is influenced by a person's social and cultural background, meaning whether or not there is social support from his environment for him to run a digital-based business. However, support alone is not enough to maintain a digital business because it requires good self-regulation in running a business. This is in accordance with the results of research conducted by Sitingjak (2019); Klongthong et al., (2020) which show that self-efficacy or self-regulation is one of the factors that influence a person's entrepreneurial intention. By having self-regulation, an entrepreneur will be able to focus on his desire to do a business or create quality content.

The results of research conducted by Abdullah et al., (2018); Sudiwedani & Darma (2020) showed that entrepreneurial skills have a positive effect on entrepreneurial intention. Indeed, entrepreneurial skills are a must-have

aspect if an entrepreneur wants to compete and survive in the midst of globalization, especially digitalization which is rapidly increased. This is in line with the research conducted by Manaf et al., (2020); Gangi et al., (2018) which states that entrepreneurial skills are useful in creating opportunities in an entrepreneur and provide a deeper desire for someone to run a digital entrepreneur.

The use of digital technology in a business has in fact experienced significant developments which effected in the use of digital platforms and social media as a means to earn income on the internet. It can be said that digital entrepreneur is a job that has promising opportunities in the future. Therefore, researchers try to look for factors that influence digital entrepreneur intention more comprehensively with the aim of producing more appropriate recommendations for the millennial generation in running a digital business.

The findings of this research aimed to contribute to the millennial generation in order for them to have a creative mindset, adapt to the digital era, and can expand their work in accordance with the development of the industrial revolution 4.0. This is supported by research conducted by Zaheer, Breyer, & Dumay (2019) which states that digital entrepreneurs must have creativity to survive in the digital world competition. Another research conducted by Cenamor, Parida, & Wincent (2019) which explained that the increasing fierce competition in the digital world must be followed by the ability and resilience of the younger generation to be creative.

Literature Review

Digital Marketing

Digital marketing is a promotional activity for a brand or product using electronic (digital) media. Decades ago, digital marketing media was very limited, for example television or radio which could only convey information in one direction (Limakrisna & Purba, 2019, p.251). In

addition, digital marketing provides a great opportunity for marketers to reduce costs and increase customer satisfaction through faster service and more interactive, real time and efficient marketing interactions. (Tjiptono & Diana, 2020, p.370).

Theory of Planned Behavior

The theory of planned behavior (TPB) is a further development of the theory of reasoned action (TRA). TRA explains that behavior (behavior) is carried out because the individual has the intention or desire to do so (behavioral intention). Behavioral intentions will determine a person's behavior. TRA proposes that behavioral intention is a function of attitude and subjective norm towards behavior. Ajzen (1988) explains that intention changes with time, besides that the short-term TRA results are more significant than the long-term TRA results (Ajzen, 2012, p.445).

Digital Entrepreneur Intention

Entrepreneur intention is a desire from someone and also shows resilience to run a particular business or business with the aim of improving the personal or organizational economy (Cutolo & Kenney, 2020; Westhuizen & Goyayi, 2020). A person's interest or intention in doing entrepreneurship is the initial process in deciding a behavior and realizing a desire for a certain business with a more mature level. (Millán, Lyalkov, Burke, Millan, & Stel, 2021).

Public Support

Public support is a support given by the surrounding environment to an individual (Nowiński et al., 2020; Neneh, 2020; Jain, 2021). The support provided by the surrounding environment will foster self-confidence and psychological well-being for those who get it to do something or produce something useful for themselves and the surrounding environment. (Filho et al., 2020; Hasanah & Setiaji, 2019).

Entrepreneurship Educational

Entrepreneurship education is a special education given in the field of

entrepreneurship. Entrepreneurship education will make a person have the right mindset for the business being run, and it is hoped that various information related to the business world and the tips needed to run a business based on technology are growing through this entrepreneurship education. (Iwu et al., 2021; Sarassina, 2020; Anjum et al., 2018; Somjai & Sangperm, 2019; Nowiński et al., 2020).

Self-Efficacy

Self-efficacy is a form of confidence that an individual has in his ability to manage a business, especially in facing business challenges that occur along with the development of technology and the era of the industrial revolution 4.0 and can achieve the goals to achieve in the future. (Domínguez & Bezanilla, 2021; Ghatak et al., 2020). The confidence that entrepreneurs have in managing themselves and their potential and facing failures that may occur as an evaluation material for running a business for better future (Imaniati & Musihudin, 2017; Wang et al., 2019).

Entrepreneur Skills

Skill is the ability to use reason, thoughts and ideas and creativity in doing, changing or making something more meaningful to produce a value from the work. Skills are an ability that people have in utilizing their knowledge and developing their own creativity in a business or business to increase the value of the work carried out. (Azzam, 2016; Sudiwedani & Darma, 2020).

Research Method

This research was classified as a type of quantitative research whose implementation was on the score of the questionnaire results which were processed with statistical software for example SEM-PLS (Salisu, 2020). The technique used in collecting data was the distribution of questionnaires with google form. The scale used was the Likert scale (Adelekan et al.,

2018; Bullough et al., 2014; Neneh, 2020; Youssef et al., 2021).

The population in this research is the entire millennial generation who work as digital content creators. Digital content creators were chosen as the population because this group is people who use digital technology in doing business which are relevant in explaining digital entrepreneur intentions (Cenamor, Parida, & Wincent (2019). Samples were chosen by using purposive sampling. The data were processed by using the Structural Equation Modeling (SEM), a method according to the rule of thumb SEM to determine the sample which was five to ten times the number of estimated parameters (Yeh et al., 2020; Sitinjak, 2019; Utama, 2018:44), with the calculation of the number of indicator which was $x \ 10 = 24 \times 10 = 240$ digital content creators. Data were analyzed by using Partial Least Squares (PLS) technique. This technique was chosen because the model estimates

generated by SEM-PLS generally show a higher level of statistical power and provide similar results in statistical significance and path coefficient estimates (Filho et al., 2020). Structural Equation Modeling was a statistical technique used to build and test statistical models which were usually in the form of cause and effect (Sarwono, 2018:327). Hypothesis testing was done by using the t test.

Result

The results of the questionnaire distribution, it was found that most digital content creators aged 25-30 years with entrepreneurial family backgrounds as well as dominant digital content creators use the TikTok platform for content publication. so that it can be seen that there are not many digital content creators who are in the productive age of learning, and very minimal digital content is found at the age approaching Generation X.

Table 1. Analysis Distribution Respondents

No	Variable	Average	Description
1	Digital Entrepreneur Intention	4,11	Confident
2	Public Support	4,09	Confident
3	Entrepreneurship Educational	4,21	Very Confident
4	Self-Efficacy	4,18	Confident
5	Entrepreneur Skill	4,12	Confident

Source: Analyzed Primary Data, 2021

The results of the questionnaire distribution conclude that most respondents believe in

the statement, the results are summarized in the table below.

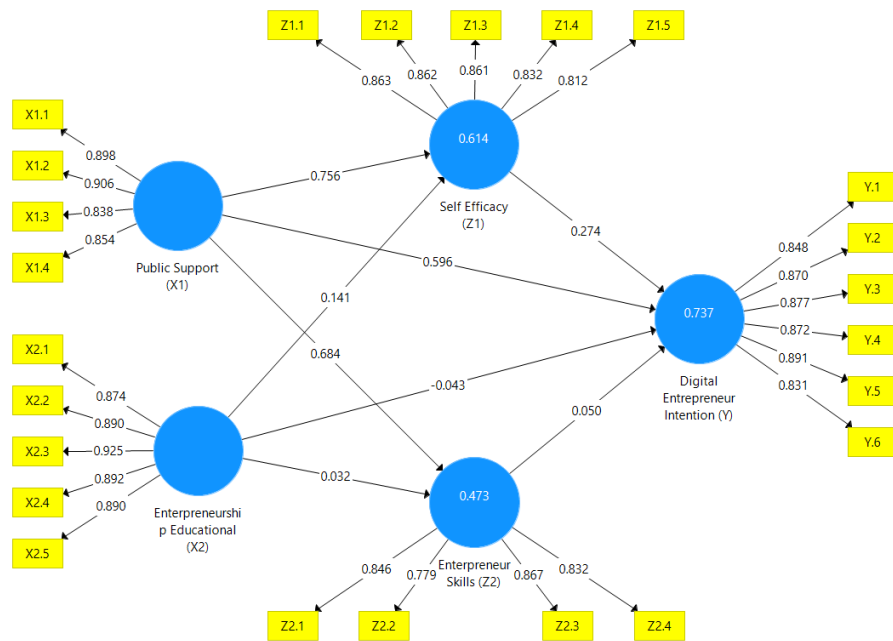


Figure 1. Outer Mode

Table 2. Average Variance Extracted (AVE)

	Average Variance Extracted
Digital Entrepreneur Intention	0,748
Public Support	0,765
Entrepreneurship Education	0,800
Self-Efficacy	0,716
Entrepreneur Skill	0,692

Source: Analyzed Primary Data, 2021

The analysis results indicated that the evaluation of the measurement model (Outler model) with Convergent Validity shows all the values of the loading factor exceeded the number 0.7 which meant the

data in the study was valid. The analysis results indicated that the AVE value that exceeded the number 0.5 which meant the existing data in the study was valid.

Table 3. Discriminant Validity

	Digital Entrepreneur Intention (Y)	Entrepreneur Skill (Z2)	Entrepreneurship Educational (X2)	Public Support (X1)	Self-Efficacy (Z1)
Digital Entrepreneur Intention (Y)	0.865				
Entrepreneur Skill (Z2)	0.657	0.832			
Entrepreneurship Educational (X2)	0.082	0.101	0.895		
Public Support (X1)	0.837	0.687	0.101	0.874	
Self-Efficacy (Z1)	0.761	0.735	0.218	0.771	0.846

Source: Analyzed Primary Data , 2021

The results of discriminant validity showed that all cross loading values in the indicators of each variable have a value

that exceeded 0.5 which meant the data in the study was valid.

Table 4. Coefficient of Composite Reliability dan Cronbach's Alpha

	Cronbach's Alpha	Composite Reliability
Digital Entrepreneur Intention (Y)	0,933	0,947
Entrepreneur Skill (Z2)	0,851	0,900
Entrepreneurship Educational (X2)	0,936	0,953
Public Support (X1)	0,897	0,928
Self-Efficacy (Z1)	0,901	0,926

Source: Analyzed Primary Data, 2021

Based on the results of the analysis, all Cronbach's alpha values in each variable were greater than 0.7 and all Composite Reliability values were more than 0.6. It can

be stated that the data in the research was reliable.

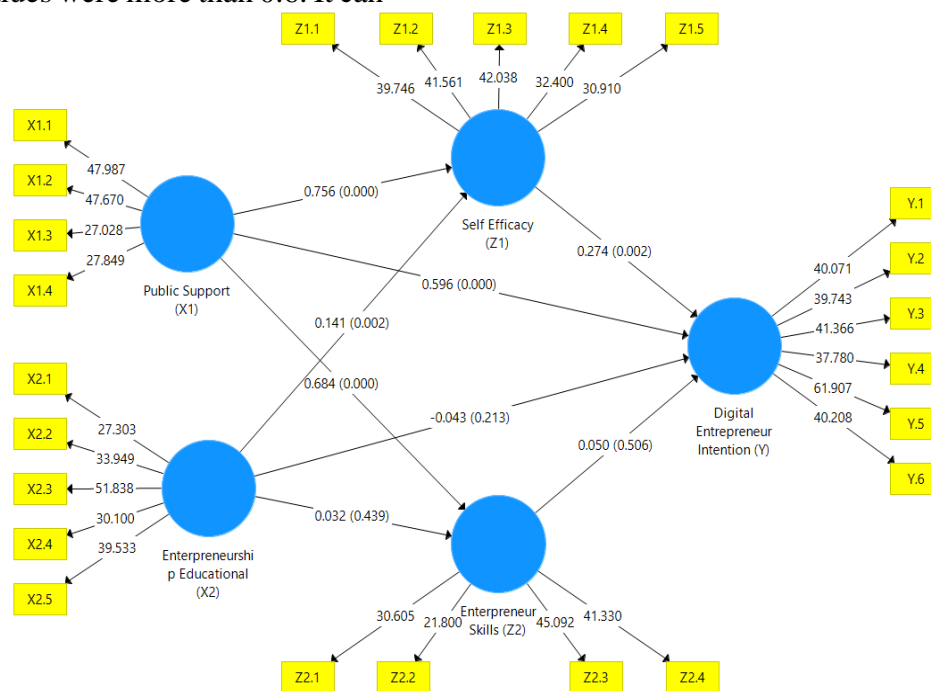


Figure 2. Inner Model

The results of the analysis showed that the R-square value for the public support variable on digital entrepreneur intention was 0.737, including a large one which indicated that it has a large influence of $0.737 \times 100\% = 73.7\%$. The R-square value for the public support variable on Entrepreneur Skill was 0.473, which was large and showed that it has a large influence of $0.473 \times 100\% = 47.3\%$. The R-

square value for the public support variable on Entrepreneur Skill was 0.614, which was large and showed that it has a large influence of $0.614 \times 100\% = 61.4\%$. The obtained Q-square value of 0.9465 was more than 0 and close to 1. It can be concluded that the model has a predictive relevance value or the model deserved to be considered to have a relevant predictive value.

Table 5. Direct Effect Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Entrepreneur Skills (Z2) -> Digital Entrepreneur Intention (Y)	0.050	0.053	0.075	0.666	0.506
Entrepreneurship Educational (X2) -> Digital Entrepreneur Intention (Y)	-0.043	-0.043	0.035	1.247	0.213
Entrepreneurship Educational (X2) -> Entrepreneur Skills (Z2)	0.032	0.037	0.041	0.774	0.439
Entrepreneurship Educational (X2) -> Self Efficacy (Z1)	0.141	0.144	0.046	3.080	0.002
Public Support (X1) -> Digital Entrepreneur Intention (Y)	0.596	0.590	0.076	7.816	0.000
Public Support (X1) -> Entrepreneur Skills (Z2)	0.684	0.685	0.045	15.334	0.000
Public Support (X1) -> Self Efficacy (Z1)	0.756	0.756	0.035	21.793	0.000
Self-Efficacy (Z1) -> Digital Entrepreneur Intention (Y)	0.274	0.278	0.089	3.080	0.002

Source: Analyzed Primary Data, 2021

Discussion

Public support in this study consisted of four indicators, namely family support, external support, getting advice and information, and supporting facilities and infrastructure (Neneh, 2020). Based on the data from the questionnaire given to respondents in general, respondents gave a confident response to each indicator on the public support variable, meaning that the respondents in this study, namely digital entrepreneurs, believed that family support, external support, information and advice, and facilities and infrastructure support was an important factor for digital entrepreneurs in running their business.

The findings of this study indicated that entrepreneurship education was not enough to foster a person's desire to become digital entrepreneurship. If you pay attention to the description of respondents' answers related to entrepreneurship education, it can be seen that on average respondents were very confident about their knowledge related to entrepreneurship. However, the results of this study indicated that this knowledge was not enough to be a reason for them to enter the world of digital content creators.

The relationship between public support and self-efficacy was shown from the description of respondents' answers to each of the indicators of these variables. Self-efficacy consisted of five indicators, namely, self-confidence, persistence, survival, problem solving ability, and belief in success. The five indicators were a form of self-regulation to bring up a positive perception of something to be done. Good self-regulation, especially for a content creator, required external support. For example, if a content creator gets the support of good facilities and infrastructure, then they will feel confident that the business they are running will experience success. This was the reason for the positive relationship between public support and self-efficacy.

Entrepreneurship education was an important factor in making a structured and systematic behavior related to various things, one of which was self-efficacy. Basically, entrepreneurship education consisted of several indicators that show ownership of knowledge towards entrepreneurship or entrepreneurship. This knowledge showed that entrepreneurs have

the ability to run a business, are creative, understand the science of business accountability and were able to think critically. All that knowledge was useful for self-regulation because of the belief in one's own potential.

Today, digital entrepreneurs in creating content on the internet display more of their skills to attract viewers. When the public appreciates the skills displayed by digital entrepreneurs, they will have the motivation to improve their skills and they can show it optimally. This is the reason that supports the positive relationship between public support and entrepreneurial skills.

Based on results of respondents' answers to the entrepreneurship educational indicators, it was found that respondents showed uncertainty about items related to entrepreneurship education in digital entrepreneur work. In addition, skills or skills were not only obtained through entrepreneurship education, many digital entrepreneurs get their skills through self-taught self-study, and even gained skills through experiences that have been lived which showed one of the reasons why entrepreneurship education has no effect on entrepreneurial skills.

Each indicator owned by the digital entrepreneur intention and self-efficacy variables has a relationship with each other, for example, indicators of digital entrepreneur intention, namely readiness to face challenges, and having seriousness in running a business. These indicators required careful preparation to emerge in entrepreneurs through self-regulation or self-efficacy. Good self-regulation of a digital entrepreneur will foster high readiness and interest in running a digital entrepreneur.

Indicators of entrepreneurial skills or skills related to managerial, setting strategies were important factors for a digital

entrepreneur to possess. However, having these skills did not necessarily cause someone to want to become a digital entrepreneur. Due to the lack of confidence and interest in digital business, the skills possessed will not affect digital entrepreneur intention.

The support provided by the environment or public support was an important aspect of entrepreneurship, especially in the digital era. Family support, environmental support, information and facilities provided will be in vain if the digital entrepreneur does not have good self-efficacy in himself. Public support must be supported by self-efficacy in order to generate maximum interest in becoming a digital entrepreneur. Because self-regulation coupled with public support will maximize the support to be more useful.

A digital entrepreneur who has knowledge through entrepreneurship education has a high chance of growing interest in entrepreneurship through digital media. However, the digital entrepreneur intention will not appear easily only based on entrepreneurial knowledge but it needed self-regulation or self-efficacy in strengthening this influence. Indicators of self-efficacy basically consist of self-confidence in potential, persistence, and problem solving, all of which will certainly strengthen the relationship of entrepreneurship education to digital entrepreneur intention.

Skills are indeed important for a business in this digital era. However, having high skills did not affect the support provided by the environment for the growth of digital entrepreneur intention. Basically, public support has a strong influence on entrepreneurial intention which meant skills were not able to strengthen this influence anymore.

Entrepreneurship skills were important skills to support work as a digital

entrepreneur. However, in this study it was found that entrepreneurship education has no effect on digital entrepreneur intention, it is hoped that there will be other variables that can strengthen the relationship between entrepreneurship education and digital entrepreneur intention. However, entrepreneur skills have not been able to mediate this influence, based on the description of respondents' answers to the entrepreneur skills questionnaire, it was found that there were still respondents who were not sure about their skills.

Conclusion

Based on the discussion that has been done, it can be concluded that good public support and self-efficacy can increase digital entrepreneur intention. Meanwhile, entrepreneurship education and entrepreneurial skills have no effect on digital entrepreneur intention. This shows that the desire to become a digital entrepreneur does not require high entrepreneurship education and entrepreneurial skill, the most important thing is to have support and be able to do self-regulation well. Self-efficacy is able to mediate the effect of entrepreneurship education and public support on digital entrepreneur intention. Entrepreneur skills are not able to mediate the effect of entrepreneurship education and public support on digital entrepreneur intention.

Notes on Contributors

Ni Putu Santhi Widiastih is a lecture and researcher from Master of Management Study Program, University of National Education, Indonesia. Her areas of expertise are Marketing Management, Social Marketing, Entrepreneurship, tourism management and researcher in management.

Gede Sri Darma is a lecturer in Master of Management Study Program, University of National Education, Indonesia. Experts and

professionals in the field of banking services.

References

- Abdullah, N., Hadi, N. U., & Dana, L. P. (2018). The nexus between entrepreneur skills and successful business: A decompositional analysis. *International Journal of Entrepreneurship and Small Business*, 34(2), 249–265. <https://doi.org/10.1504/IJESB.2018.092029>
- Adelekan, S. A., Williamson, M., Atiku, S. O., & Ganiyu, I. O. (2018). Mediating Influence of Self-Efficacy in the Development of Entrepreneurial Intentions among Undergraduates. *Journal of Accounting and Management*, 8(3), 14–26.
- Agung, A., Mas, S., & Nawang, A. (2020). Revealing the Digital Leadership Spurs in 4 . 0 *Industrial Revolution*. *Jurnal Manajemen Dan Bisnis*, 3, 93–100.
- Ajzen, I. (2012). The theory of planned behavior (Issue July). UK Sage. <https://doi.org/10.4135/9781446249215.n22>
- Anjum, T., Ramzani, S. R., Farrukh, M., Raju, V., Nazar, N., & Shahzad, I. A. (2018). Entrepreneurial Intentions of Pakistani Students: The Role of Entrepreneurial Education, Creativity Disposition, Invention Passion & Passion for Founding. *Journal of Management Research*, 10(3), 76. <https://doi.org/10.5296/jmr.v10i3.13253>
- Astuti, N. C., & Nasution, R. A. (2014). Gadjah Mada international journal of business. *Gadjah Mada International Journal of Business*, 16(1), 69–88. <https://jurnal.ugm.ac.id/gamaijb/article/view/5468/4443>
- Ayob, N., Yap, C. S., Amat Sapuan, D., & Abdul Rashid, M. Z. (2013). Social entrepreneurial intention among business undergraduates: An

- emerging economy perspective. *Gadjah Mada International Journal of Business*, 15(3), 249–267. <https://doi.org/10.22146/gamaijb.5470>
- Ayyubi, W. U., Setyanti, S. W. L. H., & Suroso, I. (2018). The role of self efficacy as mediating the influence of family environment and social environment on student entrepreneur interest. *International Journal of Scientific and Technology Research*, 7(7), 33–39.
- Azzam, H. (2016). Pengaruh Ekspektasi Pendapatan, Lingkungan Keluarga dan Pendidikan Kewirausahaan Terhadap Minat Mahasiswa Akuntansi Untuk Berwirausaha. *Jurnal Fakultas Ekonomi Universitas Muhammadiyah Jember*, 1–12. <http://repository.unmuhjember.ac.id/74/>
- Badri, R., & Hachicha, N. (2019). Entrepreneurship education and its impact on students' intention to start up: A sample case study of students from two Tunisian universities. *International Journal of Management Education*, 17(2), 182–190. <https://doi.org/10.1016/j.ijme.2019.02.004>
- Barba-Sánchez, V., & Atienza-Sahuquillo, C. (2018). Entrepreneurial intention among engineering students: The role of entrepreneurship education. *European Research on Management and Business Economics*, 24(1), 53–61. <https://doi.org/10.1016/j.iedeen.2017.04.001>
- BPS. (2020). Statistik Pendapatan Februari 2020.
- Bullough, A., Renko, M., & Myatt, T. (2014). Danger zone entrepreneurs: The importance of resilience and self-efficacy for entrepreneurial intentions. *Entrepreneurship: Theory and Practice*, 38(3), 473–499. <https://doi.org/10.1111/etap.12006>
- Cao, V. Q., & Ngo, T. T. T. (2019). Linking entrepreneurial intentions and mindset models: A comparative study of public and private universities in Vietnam. *Gadjah Mada International Journal of Business*, 21(2), 115–133. <https://doi.org/10.22146/gamaijb.34753>
- Caraka, R. E., Lee, Y., Kurniawan, R., Herliansyah, R., Kaban, P. A., Nasution, B. I., Gio, P. U., Chen, R. C., Toharudin, T., & Pardamean, B. (2021). Impact of COVID-19 large scale restriction on environment and economy in Indonesia. *Global Journal of Environmental Science and Management*, 6(1), 65–84. <https://doi.org/10.22034/GJESM.2019.06.SI.07>
- Cenamor, J., Parida, V., & Wincent, J. (2019). How entrepreneurial SMEs compete through digital platforms: The roles of digital platform capability, network capability and ambidexterity. *Journal of Business Research*, 100(March), 196–206. <https://doi.org/10.1016/j.jbusres.2019.03.035>
- Ciuchta, M. P., & Finch, D. (2019). The mediating role of self-efficacy on entrepreneurial intentions: Exploring boundary conditions. *Journal of Business Venturing Insights*, 11(November 2018), e00128. <https://doi.org/10.1016/j.jbvi.2019.e0128>
- Cutolo, D., & Kenney, M. (2020). Platform-Dependent Entrepreneurs: Power Asymmetries, Risks, and Strategies in the Platform Economy. *Academy of Management Perspectives*, March 2021. <https://doi.org/10.5465/amp.2019.0103>
- de Filho, J. M., Matos, S., Trajano, S., & Lessa, B. (2020). Determinants of social entrepreneurial intentions in a developing country context. *Journal of Business Venturing Insights*, 14(April). <https://doi.org/10.1016/j.jbvi.2020.e0>

- 0207
- Dewi, M. V. K., & Darma, G. S. (2019). The Role of Marketing & Competitive Intelligence In Industrial Revolution 4.0. *Jurnal Manajemen Dan Bisnis*, 16(1), 1–12.
- Dewi, S. N., & Haryanto, A. T. R. I. (2017). Dampak Keputusan Berwirausaha Dengan Lingkungan Sosial Dan Pendidikan Formal Pada Motivasi Berwirausaha. *Jurnal Perilaku Dan Strategi Bisnis*, 5(1), 109–116.
- Di Gangi, P. M., Goh, S. H., & Lewis, C. C. (2018). Using social media to support presentation skill development in traditional classroom environments. *Social Media in Education: Breakthroughs in Research and Practice*, 29, 336–362. <https://doi.org/10.4018/978-1-5225-5652-7.ch018>
- Domínguez, H., & Bezanilla, M. J. (2021). Promoting time management and self-efficacy through digital competence in university students: A mediational model. *Contemporary Educational Technology*, 13(2), 1–14. <https://doi.org/10.30935/cedtech/9607>
- Elia, G., Margherita, A., & Passiante, G. (2020). Digital entrepreneurship ecosystem: How digital technologies and collective intelligence are reshaping the entrepreneurial process. *Technological Forecasting and Social Change*, 150(January 2019), 119791. <https://doi.org/10.1016/j.techfore.2019.119791>
- Fisch, C., Franken, I. H. A., & Thurik, R. (2021). Are behavioral and electrophysiological measures of impulsivity useful for predicting entrepreneurship? *Journal of Business Venturing Insights*, 16(June), e00253. <https://doi.org/10.1016/j.jbvi.2021.e00253>
- Flowers, S., & Meyer, M. (2020). How can entrepreneurs benefit from user knowledge to create innovation in the digital services sector? *Journal of Business Research*, 119(April 2018), 122–130. <https://doi.org/10.1016/j.jbusres.2020.01.025>
- Ghatak, A., Chatterjee, S., & Bhowmick, B. (2020). Intention Towards Digital Social Entrepreneurship: An Integrated Model. *Journal of Social Entrepreneurship*, 0(0), 1–21. <https://doi.org/10.1080/19420676.2020.1826563>
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*, 6(11), e05426. <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Hasanah, U. U., & Setiaji, K. (2019). Pengaruh Literasi Digital, Efikasi Diri, Lingkungan Terhadap Intensi Berwirausaha Mahasiswa Dalam E-Business. *Economic Education Analysis Journal*, 2(1), 1–18. <https://doi.org/10.15294/eeaj.v13i2.17051>
- Hyttinen, A. (2021). Shared problem solving and design thinking in entrepreneurship research. *Journal of Business Venturing Insights*, 16(June), e00254. <https://doi.org/10.1016/j.jbvi.2021.e00254>
- Ilmaniati, A., & Musihudin, M. (2017). Pengaruh Efikasi Diri dan Ekspektasi Pendapatan, Terhadap Minat Berwirausaha Siswa SMK (SMK Al-Madina). *Jurnal Media Teknik Dan Sistem Industri*, 1(6), 41. <https://doi.org/10.35194/jmstsi.v1i0.59>
- Ip, C. Y., Wu, S.-C., Liu, H.-C., & Liang, C. (2017). Revisiting the Antecedents of Social Entrepreneurial Intentions in Hong Kong. *International Journal of Educational Psychology*, 6(3), 301. <https://doi.org/10.17583/ijep.2017.2835>
- Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2021).

- Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *International Journal of Management Education*, 19(1), 100295. <https://doi.org/10.1016/j.ijme.2019.03.007>
- Jain, D. A. (2021). Co And Sustainability Businesses Of Ancient Jain Community: With Special Reference To Awashyak Sutra. Book of Proceedings: International Multidisciplinary Conference in, Technology, Business, Management & Liberal Arts, January.
- Katadata. (2018). Pendapatn Influencer di Media Sosial.
- Klongthong, W., Thavorn, J., Thanabodypath, W., Dhammathattariya, P., & Chandrachai, A. (2020). The influence of entrepreneurial self-efficacy and innovation on firm performance: Evidence from thai startup firms. *Humanities and Social Sciences Letters*, 8(4), 450–463. <https://doi.org/10.18488/JOURNAL.73.2020.84.450.463>
- Kollmann, T., Stöckmann, C., Niemand, T., Hensellek, S., & Cruppe, K. (2021). A configurational approach to entrepreneurial orientation and cooperation explaining product/service innovation in digital vs. non-digital startups. *Journal of Business Research*, 125(November 2018), 508–519. <https://doi.org/10.1016/j.jbusres.2019.09.041>
- Limakrisna, & Purba. (2019). *Manajemen Pemasaran Teori dan Aplikasi dalam Bisnis di Indonesia*. Mitra Wacana Media.
- Manaf, H. A., Noor, S., Misnan, S., & Wallang, M. (2020). The Entrepreneurs Environment Nexus : Understanding The Entrepreneurial Training , Skills And Networking For Youths ' *Business Sustainability*. 17(6), 12342–12358.
- Millán, J. M., Lyalkov, S., Burke, A., Millán, A., & Stel, A. (2021). ‘Digital divide’ among European entrepreneurs: Which types benefit most from ICT implementation?’ *Journal of Business Research*, 125(October), 533–547. <https://doi.org/10.1016/j.jbusres.2019.10.034>
- Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, C. (2018). Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration. *Studies in Higher Education*, 43(3), 452–467. <https://doi.org/10.1080/03075079.2016.1177716>
- Nayan, S., Shafie, L. A., Chulan, M., Zakaria, F., & Nayan, S. (2021). Graduate Employability and Digital Entrepreneurship in the Era of IR 4.0. *Jurnal Intelek*, 16(1), 158–165. <https://doi.org/10.24191/ji.v16i1.376>
- Ndofirepi, T. M. (2020). Relationship between entrepreneurship education and entrepreneurial goal intentions: psychological traits as mediators. *Journal of Innovation and Entrepreneurship*, 9(1). <https://doi.org/10.1186/s13731-020-0115-x>
- Neneh, B. N. (2020). Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy. *Studies in Higher Education*, 0(0), 1–17. <https://doi.org/10.1080/03075079.2020.1770716>
- Nowiński, W., Haddoud, M. Y., Wach, K., & Schaefer, R. (2020). Perceived public support and entrepreneurship attitudes: A little reciprocity can go a long way! *Journal of Vocational Behavior*, 121(June 2019), 103474. <https://doi.org/10.1016/j.jvb.2020.103474>
- Nzembayie, K. F., Buckley, A. P., & Cooney, T. (2019). Researching Pure

- Digital Entrepreneurship – A Multimethod Insider Action Research approach. *Journal of Business Venturing Insights*, 11(November), 1–10.
<https://doi.org/10.1016/j.jbvi.2018.e010103>
- Ozili, P., & Arun, T. (2020). Munich Personal RePEc Archive Spillover of COVID-19: Impact on the Global Economy Spillover of COVID-19: impact on the Global Economy. Munich Personal RePEc Archive, 1(99850).
- Rezazadeh, A., & Mahjoub, M. (2016). Alliance entrepreneurship and entrepreneurial orientation: The mediating effect of knowledge transfer. *Gadjah Mada International Journal of Business*, 18(3), 263–284.
<https://doi.org/10.22146/gamaijb.16899>
- Salisu, J. B. (2020). Entrepreneurial training effectiveness, government entrepreneurial supports and venturing of TVET students into IT related entrepreneurship – An indirect-path effects analysis. *Heliyon*, 6(11), e05504.
<https://doi.org/10.1016/j.heliyon.2020.e05504>
- Sarassina, R. F. (2020). Self-Efficacy as Mediator : The Impact of Entrepreneur Education on Entrepreneur Intention. *Jurnal Akuntansi, Ekonomi Dan Manajemen Bisnis*, 8(1), 24–28.
- Sarwono, J. (2018). Statistik Untuk Riset Skripsi. Andi.
- Scheidgen, K., Gümüşay, A. A., Günzel-Jensen, F., Krlev, G., & Wolf, M. (2021). Crises and entrepreneurial opportunities: Digital social innovation in response to physical distancing. *Journal of Business Venturing Insights*, 15(September 2020), e00222.
<https://doi.org/10.1016/j.jbvi.2020.e00222>
- Shah, P. K., & Mehta, B. N. (2019). Social Self-efficacy and Digital Mediums: What Indian Women Entrepreneurs Say. Go-to-Market Strategies for Women Entrepreneurs, 147–155.
<https://doi.org/10.1108/978-1-78973-289-420191019>
- Sitinjak, I. (2019). The Effect of Entrepreneurial Self-efficacy and Entrepreneurial Competence on The Entrepreneurial Entry Decision and The Success of Start-up MSMEs in Medan City. *Jurnal Ekonomi Bisnis Dan Kewirausahaan*, 8(3), 204.
<https://doi.org/10.26418/jebik.v8i3.35670>
- Somjai, S., & Sangperm, N. (2019). Exploring the nexus between entrepreneur orientation, entrepreneur education, entrepreneur self-efficacy and entrepreneur intention among university students in Thailand. *International Journal of Innovation, Creativity and Change*, 6(10), 319–338.
- Sudiwedani, A., & Darma, G. S. (2020). Analysis of the effect of knowledge, attitude, and skill related to the preparation of doctors in facing industrial revolution 4.0. *Bali Medical Journal*, 9(2), 524–530.
<https://doi.org/10.15562/bmj.v9i2.1895>
- Sulistiyorini, I. (2021). *Solusi Bisnis Menghadapi Masa Pandemi*. Kontan.Co.Id.
<https://adv.kontan.co.id/news/solusi-bisnis-menghadapi-masa-pandemi>
- Susilawati, Falefi, R., & Purwoko, A. (2020). Impact of COVID- 19 ' s Pandemic on the Economy of Indonesia. 1147–1156.
- Thelken, H. N., & de Jong, G. (2020). The impact of values and future orientation on intention formation within sustainable entrepreneurship. *Journal of Cleaner Production*, 266, 122052.
<https://doi.org/10.1016/j.jclepro.2020.122052>
- Tjiptono, & Diana. (2020). *Pemasaran*. Andi Offset.
- Törhönen, M., Giertz, J., Weiger, W. H., &

- Hamari, J. (2021). Streamers: The new wave of digital entrepreneurship? Extant corpus and future research agenda. *Electronic Commerce Research and Applications*, 46(December 2020). <https://doi.org/10.1016/j.elerap.2020.101027>
- Vodă, A. I., & Florea, N. (2019). Impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students. *In Sustainability (Switzerland)* (Vol. 11, Issue 4). <https://doi.org/10.3390/SU11041192>
- Wang, Y. S., Tseng, T. H., Wang, Y. M., & Chu, C. W. (2019). Development and validation of an internet entrepreneurial self-efficacy scale. *Internet Research*, 30(2), 653–675. <https://doi.org/10.1108/INTR-07-2018-0294>
- Westhuizen, T., & Goyayi, M. J. (2020). The influence of technology on entrepreneurial self-efficacy development for online business start-up in developing nations. *International Journal of Entrepreneurship and Innovation*, 21(3), 168–177. <https://doi.org/10.1177/1465750319889224>
- Yeh, C. H., Wang, Y. S., Hsu, J. W., & Lin, S. (2020). Predicting individuals' digital autpreneurship: Does educational intervention matter? *Journal of Business Research*, 106(2), 35–45. <https://doi.org/10.1016/j.jbusres.2019.08.020>
- Youssef, A., Boubaker, S., Dedaj, B., & Carabregu-Vokshi, M. (2021). Digitalization of the economy and entrepreneurship intention. *Technological Forecasting and Social Change*, 164(January 2018), 120043. <https://doi.org/10.1016/j.techfore.2020.120043>
- Yulita, Muhamad, S., Kulub Abdul Rashid, N., Hussain, N. E., Mohamad Akhir, N. H., & Ahmat, N. (2020). Resilience as a moderator of government and family support in explaining entrepreneurial interest and readiness among single mothers. *Journal of Business Venturing Insights*, 13(January), e00157. <https://doi.org/10.1016/j.jbvi.2020.e00157>
- Zaheer, H., Breyer, Y., & Dumay, J. (2019). Digital entrepreneurship: An interdisciplinary structured literature review and research agenda. *Technological Forecasting and Social Change*, 148(June 2018), 119735. <https://doi.org/10.1016/j.techfore.2019.119735>
- Znagui, Z., & Rahmouni, B. (2019). What ecosystem model to support the creation of social innovation technopoles? *Procedia Computer Science*, 158, 877–884. <https://doi.org/10.1016/j.procs.2019.09.126>