

THE INFLUENCE OF DIGITAL MARKETING ON ENTREPRENEURIAL INTEREST: A STUDY OF STUDENTS

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Abstrak

Kemajuan teknologi digital membuat pemasaran digital menjadi kompetensi yang penting dalam upaya meningkatkan minat berwirausaha mahasiswa. Penelitian ini bertujuan untuk mengkaji pengaruh pembelajaran pemasaran digital terhadap minat berwirausaha mahasiswa pada Program Studi Manajemen Informatika. Penelitian menggunakan pendekatan kuantitatif dengan metode pra-eksperimental melalui rancangan One Group Pretest–Posttest Design. Jumlah sampel sebanyak 63 mahasiswa yang ditentukan dengan teknik total sampling. Pengumpulan data dilakukan menggunakan angket minat berwirausaha yang telah memenuhi kriteria validitas dan reliabilitas, lalu dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro–Wilk, serta uji Paired Sample t-test dengan bantuan IBM SPSS Statistics 26. Hasil penelitian menunjukkan bahwa rata-rata minat berwirausaha meningkat dari 68,79 pada pretest menjadi 84,65 pada posttest. Berdasarkan uji Paired Sample t-test, terdapat perbedaan yang signifikan antara skor sebelum dan sesudah perlakuan ($t = 17,43$; $p < 0,001$). Temuan ini menegaskan bahwa pembelajaran pemasaran digital berpengaruh positif dan signifikan terhadap peningkatan minat berwirausaha mahasiswa. Pembelajaran yang menggabungkan teori dan praktik pemasaran digital dapat meningkatkan minat, kepercayaan diri, keberanian dalam mengambil risiko, serta komitmen mahasiswa untuk berwirausaha.

Kata kunci: Pemasaran Digital; Minat Kewirausahaan; Mahasiswa; Pembelajaran; Kewirausahaan.

Abstract

The advancement of digital technology has made digital marketing an important competency in increasing students' entrepreneurial interest. This study aims to examine the effect of digital marketing learning on students' entrepreneurial interest in the Informatics Management Study Program. The study used a quantitative approach with a pre-experimental method through a One Group Pretest–Posttest Design. The sample size was 63 students determined using a total sampling technique. Data collection was carried out using an entrepreneurial interest questionnaire that had met the validity and reliability criteria, then analyzed using descriptive statistics, the Shapiro–Wilk normality test, and the Paired Sample t-test with the help of IBM SPSS Statistics 26. The results showed that the average entrepreneurial interest increased from 68.79 in the pretest to 84.65 in the posttest. Based on the Paired Sample t-test, there was a significant difference between the scores before and after treatment ($t = 17.43$; $p < 0.001$). This finding confirms that digital marketing learning has a positive and significant effect on increasing students' entrepreneurial interest. Learning that combines digital marketing theory

and practice can increase students' interest, confidence, courage in taking risks, and commitment to entrepreneurship.

Keywords: Digital Marketing; Entrepreneurial Interest; Students; Learning; Entrepreneurship.

Introduction

The advancement of digital technology has changed economic activity patterns, including corporate development and marketing strategies. Digital marketing has become a strategy widely utilized by businesses to expand market reach, build relationships with consumers, and increase business competitiveness through various digital platforms. The use of social media, marketplaces, websites, and communication applications provides greater opportunities for individuals to start businesses with relatively low capital compared to conventional marketing methods. Because of this, digital marketing is an essential skill for the younger generation, particularly students, to deal with the difficulties of the digital economy and the fiercely competitive commercial environment.

Students have a lot of potential as future business owners since they are at a productive stage, can adjust to technology advancements, and have gained a variety of knowledge and skills from their university education. However, this potential has not been fully matched by a high interest in entrepreneurship. Most students still view employment as a more promising option than starting their own business. A lack of risk-taking, limited business experience, and a lack of understanding of digital marketing strategies are some of the factors that prevent students' entrepreneurial interest from developing optimally (Hasan et al., 2024). Therefore, efforts are needed to improve students' understanding of digital marketing as a means to foster entrepreneurial interest.

Entrepreneurial interest is an individual's tendency to choose entrepreneurship as a career choice, manifested through desire, attention, and readiness to start a business. A strong entrepreneurial interest is an important early indicator in the development of entrepreneurial behavior because it can encourage someone to seek opportunities, develop business plans, and innovate. The ability to use digital marketing is said to boost students' confidence in managing a business in the context of the digital economy since it makes it easier to promote products, establish brands, and contact customers without being limited by time or geography.

Numerous earlier research have demonstrated the beneficial effects of digital marketing on the growth of entrepreneurship. Studies carried out by Nasaruddin Siregar et al., (2023) explains that digital marketing can increase the effectiveness of marketing communications through the use of more interactive digital media. Meanwhile, Munandar et al., (2025) states that digital marketing strategies not only increase business competitiveness but also create new business opportunities for start-up entrepreneurs. Another study by Singgih, (2024) found that understanding digital marketing positively influences students' readiness to develop digital-based businesses. Research by Nugroho et al., (2025) demonstrates how learning digital media may boost students' desire to launch a business by making the marketing process simpler, less expensive, and more effective. However, the majority of earlier research has concentrated more on how digital marketing affects consumer purchasing decisions, business performance, or the success of micro-enterprises; there is still a dearth of studies that specifically look at the connection between digital marketing and students' interest in entrepreneurship.

Based on the literature review, a research gap exists, indicating that digital marketing is often positioned as a sales-boosting strategy rather than as a factor influencing the development

of entrepreneurial interest in students. Furthermore, the rapid development of digital technology demands updated research on how the use of digital marketing can shape students' interest in choosing entrepreneurship as a career alternative. Thus, by analyzing the impact of digital marketing on entrepreneurial desire and concentrating on students as the digital generation with unique traits in contrast to business players generally, this study offers a scientific innovation. This study not only assesses digital marketing as a promotional medium but also as a factor capable of building perceptions of business opportunities, increasing confidence in starting a business, and fostering the desire to become entrepreneurs.

Based on this description, the research problem is whether digital marketing influences students' entrepreneurial interest. The research hypothesis, which is based on this issue, is that students' interest in entrepreneurship is positively and significantly impacted by digital marketing. This study aims to examine how students' interest in entrepreneurship is impacted by digital marketing. It is anticipated that the findings will offer an empirical contribution to the advancement of entrepreneurship research and serve as a foundation for academic programs that can enhance students' interest in entrepreneurship and digital competency.

Methods

This study used a pre-experimental, quantitative methodology using a One Group Pretest–Posttest Design. By comparing scores before (pretest) and after (posttest) the treatment, this design was utilized to ascertain the impact of digital marketing education on students' interest in entrepreneurship. Tables 1 presents the research design.

Tables 1. Pretest-Posttest Design for a Single Group

Pretest	Treatment	Posttest
O ₁	X	O ₂

Description: O₁ = pretest interest in entrepreneurship; X = Digital Marketing learning; O₂ = posttest interest in entrepreneurship.

All Informatics Management students enrolled in the Digital Marketing course during the even semester of the 2025–2026 academic year made up the study population. A total of 63 students—36 male and 27 female—were selected as responders using the total sampling approach. Eight sessions, or sixteen hours of in-person time, were used to perform the study. Digital marketing ideas, digital branding, the Business Model Canvas, content marketing, social media marketing, search engine optimization (SEO), marketplaces, e-commerce, digital advertising, and business pitching were among the learning resources. Through the creation of promotional material, company social media management, digital business planning, and presentations of their developed digital marketing strategies, students were given project-based learning opportunities throughout the educational process.

Students' interest in entrepreneurship was the dependent variable in this study, while digital marketing education was the independent variable. An entrepreneurial interest questionnaire with a five-level Likert scale—strongly disagree (1), disagree (2), uncertain (3), agree (4), and highly agree (5)—was used to gather data. The 25 items on the test were created using five indicators: entrepreneurial confidence, bravery to take risks, curiosity in the business world, ambition to become

an entrepreneur, and dedication to growing a firm.

The validity and reliability of the instrument were assessed on thirty students who were not part of the research sample prior to its usage in the main study. With item-total correlation coefficients ranging from 0.482 to 0.816 and an Aiken's V value of 0.94, the test findings demonstrated the validity of every item. Additionally, the instrument has a very high level of reliability and is appropriate for use as a data collecting tool, as indicated by the reliability test's Cronbach's Alpha result of 0.946. IBM SPSS Statistics version 26 was used for data analysis. Descriptive statistics were used to characterize the data's features, a Shapiro-Wilk normality test was used to ascertain the data's distribution, and a Paired Sample t-test was used to compare the average scores of students' entrepreneurial interest before and after taking part in Digital Marketing learning. A significance level of 5% ($\alpha = 0.05$) was used for all statistical tests.

Results and Discussion

Research Results

An overview of the students' degree of entrepreneurial curiosity both before and after taking the Digital Marketing course was obtained using descriptive statistical analysis. Following the therapy, the average scores increased, according to the data.

Tables 2. Descriptive Statistics of Students' Interest in Entrepreneurship

Measurement	N	Minimum	Maximum	Mean	Elementary School
Pretest	63	54	82	68.79	7.84
Posttest	63	72	96	84.65	5.91

Tables 2 shows that the average student entrepreneurial interest score before participating in Digital Marketing learning was 68.79 with a standard deviation of 7.84. After the treatment, the average increased to 84.65 with a standard deviation of 5.91. This represents a 15.86-point increase. Additionally, the highest score rose from 82 to 96, while the minimum score rose from 54 to 72. These findings suggest that most students' interest in entrepreneurship may be piqued by learning about digital marketing.

The Shapiro-Wilk test was used to determine if the data were normal before the hypotheses were tested. Tables 3 displays the findings.

Tables 3. Results of the Shapiro-Wilk Normality Test

Variables	Statistics	Sig.
Pretest	0.978	0.284
Posttest	0.982	0.371

The pretest and posttest significance values in Tables 3 are both larger than 0.05, at 0.284 and 0.371, respectively. As a result, the data match the requirements for parametric analysis using a paired sample t-test since they are regularly distributed. A paired sample t-test

was used for hypothesis testing in order to compare the students' entrepreneurial interest levels before and after taking the digital marketing course.

Tables 4. Results of the Paired Sample t-test

Variables	Mean Difference	t	df	Sig. (2-tailed)
Pretest-Posttest	15.86	17.43	62	0.000

A Mean Difference value of 15.86, a t-value of 17.43, and a significance value of 0.000 (<0.05) are displayed in Tables 4. As a result, the research hypothesis is approved. This suggests that students' entrepreneurial interest ratings before and after taking part in Digital Marketing instruction fluctuate significantly. To put it another way, students in the Informatics Management Study Program are becoming more interested in entrepreneurship as a result of learning about digital marketing.

Discussion

The study's findings show that students' interest in entrepreneurship is positively and significantly impacted by learning about digital marketing. The average entrepreneurial interest score increased by 15.86 points, from 68.79 in the pretest to 84.65 in the posttest, supporting this conclusion. Additionally, the study hypothesis was accepted since the Paired Sample t-test findings revealed a significance value less than 0.05. These findings suggest that learning about digital marketing might boost students' enthusiasm for the business world, bolster their confidence in managing a company, encourage risk-taking bravery, and reinforce their commitment to become entrepreneurs.

This increase in entrepreneurial interest is inseparable from the practice-oriented nature of Digital Marketing learning. Students not only learn digital marketing concepts theoretically but also gain hands-on experience through developing digital business projects, creating promotional content, managing social media, and developing technology-based marketing strategies (Jazuli Jazuli et al., 2023). This learning experience enables students to understand that starting a business in the digital era is easier because the promotion process can be carried out effectively and efficiently and reach a wider market (Al-Fattal, 2025). These conditions have fostered the growing belief that business opportunities can be realized by utilizing digital technology.

The study's findings theoretically support the idea of entrepreneurship, which holds that a person's interest in entrepreneurship is greatly influenced by their knowledge and learning experiences. Learning that provides authentic experiences will enhance an individual's perception of business opportunities while strengthening self-efficacy in running a business (Kassean et al., 2015). When students master various digital marketing strategies, they have greater confidence that their products or services can be effectively marketed to consumers through various digital platforms. This confidence is a key factor driving increased interest in entrepreneurship.

The results of this study corroborate the assertion made by Sembiring et al., (2022) that digital marketing is a contemporary marketing tactic that may increase market reach by utilizing

digital media. Similarly, Trisha Asyifa Andini Martadikusumah, (2023) states that digital marketing provides opportunities for entrepreneurs to build relationships with consumers more effectively through various digital channels. This convenience benefits aspiring entrepreneurs because marketing costs are lower than conventional marketing, thus reducing the risk of starting a business. The findings of this study are consistent with a number of other studies that demonstrate how digital marketing-based instruction may raise students' motivation and preparedness for entrepreneurship. Students who understand digital marketing strategies tend to have a more positive perception of business opportunities because they are able to utilize social media, marketplaces, and other digital platforms as promotional tools. In addition to increasing knowledge, digital marketing learning also develops practical skills that are essential for developing businesses in the age of the digital economy.

Considering the findings of the study, an increase in entrepreneurial interest occurred across all measured indicators, namely interest in the business world, desire to become an entrepreneur, self-confidence, courage to take risks, and commitment to developing a business. This indicates that digital marketing learning not only provides additional knowledge but also fosters students' affective aspects of entrepreneurial activity. Therefore, a learning process that integrates digital business theory and practice is an effective strategy for fostering an entrepreneurial culture in higher education. According to the research's conclusions, students' interest in entrepreneurship might be piqued by using digital marketing courses as a teaching tool. Through digital business initiatives, industry engagement, business mentorship, and the use of digital technologies in the educational process, universities must provide more relevant learning. It is anticipated that these initiatives would result in graduates who are not only academically competent but also prepared to start their own businesses and adjust to changes in the digital economy.

Conclusion

This study shows that students in the Informatics Management Study Program's interest in entrepreneurship is positively and significantly impacted by learning about digital marketing. Students' interest in the business world, self-confidence, risk-taking, and dedication to become entrepreneurs may all be enhanced by learning that combines digital marketing ideas with real-world experience, as seen by the rise in entrepreneurial interest ratings following therapy. In order to promote an entrepreneurial culture in higher education, digital marketing education may be utilized as a successful teaching method. To increase the data's generalizability, it is advised that future studies employ an experimental design with a control group and use a bigger sample size.

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