

The Role of Digital Marketing Learning in Increasing Students' Interest in Entrepreneurship

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ABSTRACT

Digital transformation has driven the importance of increasing students' entrepreneurial interest, but it remains low due to limited digital skills. This study aims to analyze the influence of digital marketing learning on the entrepreneurial interest of students in the Digital Business Department Politeknik Negeri Jember. The study used a quantitative explanatory approach with a sample of 92 students using purposive random sampling and regression analysis techniques. The results showed that digital marketing learning had a positive and significant effect on entrepreneurial interest, with a regression coefficient of 0.359 and a significance level of 0.001. These findings suggest that improving the quality of digital marketing learning can encourage increased student entrepreneurial interest

Keywords: *Digital Marketing; Interest in Entrepreneurship; Students; Learning.*

INTRODUCTION

Digital transformation has fundamentally changed the global economic landscape, including in the fields of marketing and entrepreneurship. The development of digital technologies, such as social media, e-commerce, and artificial intelligence, is driving the emergence of new digital-based business models. In this context, higher education plays a strategic role in preparing a younger generation to adapt to these changes, particularly through the integration of digital marketing learning into entrepreneurship curricula. Recent studies have shown that digital transformation in entrepreneurship education can improve students'

skills, motivation, and readiness to engage in technology-based business activities (Spilbergs et al., 2026).

Globally, increasing interest in entrepreneurship is a crucial concern in addressing economic challenges, including educated unemployment. However, this phenomenon still faces various obstacles, such as low digital skills readiness and a lack of integration of practice-based learning. In Indonesia, this condition is also evident in the low interest of students in becoming job creators compared to job seekers (Sudarwati, 2022). Therefore, a learning approach is needed that can connect digital competencies with the development of students' entrepreneurial intentions, one of which is through digital marketing learning.

Although various studies have examined the relationship between entrepreneurship education and entrepreneurial interest, the results remain inconsistent. Some studies find that entrepreneurship education has a positive effect on entrepreneurial interest, while others show a weak or contextual effect (Spilbergs et al., 2026). Furthermore, studies specifically linking digital marketing learning to entrepreneurial interest are still limited, particularly in the context of digital business students at vocational colleges such as Jember State Polytechnic. This indicates a theoretical gap regarding the integration of digital marketing concepts into models for developing entrepreneurial interest, as well as an empirical gap related to the lack of contextual evidence in digital-based vocational education in Indonesia.

Based on this background, this study aims to analyze the role of digital marketing learning in increasing entrepreneurial interest among digital business students at Jember State Polytechnic. This research is expected to provide theoretical contributions to the development of digital entrepreneurship literature and practical implications for curriculum development based on the needs of the digital industry.

Digital Marketing

Digital marketing is a marketing strategy that utilizes digital technology and the internet to reach consumers more broadly, effectively, and efficiently (Chaffey & Ellis-Chadwick, 2019; Ravi & Rajasekaran, 2023). Digital marketing is a marketing process that utilizes digital technology and the internet to create, communicate, and deliver value to consumers more effectively, interactively, and measurably. Thus, digital marketing can be positioned as a bridge between business knowledge and modern entrepreneurial practices, particularly in encouraging entrepreneurial interest.

In an educational context, digital marketing learning focuses not only on technical aspects but also on developing analytical skills, creativity, and an understanding of digital consumer behavior (Zahay et al., 2022). Digital marketing learning can equip students with the competencies to create new markets, increase profitability, and significantly expand business reach (Onniye & Pac. 2025; Husnah et al., 2024).

Furthermore, digital marketing is also a key factor in supporting technology-based business innovation and entrepreneurship (Paradi et al., 2022). Students with a strong understanding of digital marketing tend to be better prepared to face market dynamics and are able to develop business models that are adaptive to technological changes (Nwosu, 2025). Digital marketing learning indicators include: 1) Understanding Digital Marketing Concepts, 2) Ability to Use Digital Media, 3) Ability to Create Digital Content, 4) Digital Marketing

Analysis and Evaluation, 5) Digital Creativity and Innovation (Kotler et al., 2021; Dwivedi et al., 2020).

Interest in Entrepreneurship

Entrepreneurial interest is an individual's tendency to start and run a business as a career choice (Barit, 2023). From the perspective of the Theory of Planned Behavior (THB), entrepreneurial interest is influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). This interest is a crucial initial stage in the entrepreneurial process because it forms the basis for the emergence of actual behavior in building a business.

However, various studies show that students' interest in entrepreneurship is still relatively low, especially in developing countries (Awaah et al., 2023; Acs & Virgili, 2010). This is influenced by various factors, such as lack of practical experience, low self-confidence, and limited access to technology-based and digital learning. Indicators of interest in entrepreneurship are: 1) Desire to become an entrepreneur, 2) Intention to become an entrepreneur, 3) Readiness to become an entrepreneur, 4) Self-confidence, 5) Action orientation (Ajzen, 1991; Linan, 2009; Efendi et al., 2024).

The Influence of Digital Marketing Learning on Entrepreneurial Interest

Digital marketing education has significant potential to increase students' entrepreneurial interest by enhancing digital competence, creativity, and self-confidence in running a business. Empirical research shows that digital marketing-based education significantly influences students' entrepreneurial interest and self-efficacy (Sunaryo et al., 2025). Furthermore, the integration of digital marketing into entrepreneurship education has been shown to increase students' motivation to start online businesses (Nurmansyah, 2024).

However, existing research findings still show variation, both in terms of the strength of the influence and the context of the research. Most studies were conducted on high school or general education students, resulting in limited research specifically examining students in digital business programs at vocational colleges. This situation highlights an empirical gap that needs to be filled through further research.

Thus, this study is important to empirically test how digital marketing learning can increase students' entrepreneurial interest (Akhirman et al., 2023; Sutadi et al., 2023; Al-Fattal, 2025), particularly in the context of digital-based vocational education at Jember State Polytechnic. Therefore, H1 : Compensation affects employee performance.

Based on various theoretical explanations, research findings regarding the influence of digital marketing learning on students' entrepreneurial interest. Therefore, the research framework in Figure 1:

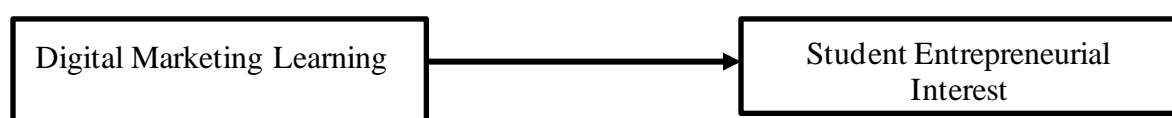


Figure 1. Research Framework

RESEARCH METHODS

This study uses a quantitative approach with an explanatory *research* design that aims to examine the causal relationship between digital marketing learning and students' entrepreneurial interest. The quantitative approach was chosen because it is able to explain the relationship between variables objectively and measurably (Creswell , 2018). Respondents in this study were 92 students using *purposive random sampling* from a total population of 119 digital business students at Jember State Polytechnic. Data collection used a closed questionnaire with a Likert scale of 1-5. The analytical methods used were data quality testing and regression analysis.

RESULTS AND DISCUSSION

The results of the data analysis in this research are as follows:

Table 1. Respondent Characteristics

Gender	2022	2023	2025	Amount	Percentage
Woman	6	14	20	40	43%
Man	15	21	15	52	57%
Total	21	35	36	92	100%

Source: data processed, 2026

Table 2. Results of Regression Analysis

Variables	Regression Coefficient (B)	t Count	Sig.
Digital Marketing Learning	0.359	3,244	0.001
Constant	03.937		
R	0.527		
R ²	0.278		
Sig	0.000		

Source: Processed primary data

The Influence of Digital Marketing Learning on Entrepreneurial Interest

Based on the results of the regression analysis, it is known that digital marketing learning has an influence on the entrepreneurial interest of Digital Business students at Jember State Polytechnic, as indicated by the regression coefficient value of 0.359. At a significance level of 5%, the calculated t value is 3.244. with a significance of 0.001. With these results, the first hypothesis can be accepted that work discipline has a positive and significant influence on employee performance.

Based on these results, there is a positive and significant influence between digital marketing learning and students' entrepreneurial interest. This is indicated by a regression coefficient of 0.359. At the 5% significance level, the calculated t-value is 3.244. with a significance level of 0.001. Therefore, it can be concluded that the higher the digital marketing learning score , the higher the entrepreneurial interest of students at the Jember State Polytechnic's Digital Business Department. Conversely, the lower the digital marketing learning score , the lower the entrepreneurial interest of students.

The results of this study support the research conducted by Nurmansyah , (2024), Akhirman et al., (2023) found that the value of digital marketing learning has a positive and significant influence on students' interest in entrepreneurship . The results of the research conducted Sutadi et al., (2023) found that digital marketing learning had a positive and significant influence on students' entrepreneurial interest . Similarly , digital marketing learning had a positive and significant influence on students' entrepreneurial interest (Al-Fattal, 2025; Sunaryo et al., 2025; Maduka, 2025; Fiona et al., 2024).

CONCLUSION AND SUGGESTIONS

Based on the research results, it can be concluded that digital marketing learning has a positive and significant effect on the entrepreneurial interest of students in the Digital Business Study Program at Jember State Polytechnic. This is evidenced by a regression coefficient of 0.359, a t-value of 3.244, and a significance level of 0.001 (<0.05). These findings indicate that improving the quality of digital marketing learning will be followed by an increase in students' entrepreneurial interest.

Substantively, digital marketing learning not only provides technical knowledge but also builds students' confidence, creativity, and readiness to start digital-based businesses. The

results of this study are also consistent with previous research that suggests digital marketing learning is a crucial factor in fostering students' entrepreneurial interest.

Based on the research results, several suggestions that can be given are as follows:

1. For Higher Education Institutions: It is recommended to improve the quality of digital marketing learning through practice-based approaches, such as project-based learning, and to integrate the use of real-life digital platforms into the learning process.
2. For Students; Students are expected to be more active in developing digital marketing skills and begin applying this knowledge in direct entrepreneurial activities.
3. For Future Researchers: It is recommended to add other relevant variables, such as self-efficacy, financial literacy, or social environment, and use more comprehensive analysis methods such as SEM-PLS. Furthermore, further research can expand the research object to make the results more generalizable.

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