



RESEARCH ARTICLE

# Analysis of the Effect of Economic Education on Students' Entrepreneurial Attitudes in the Era of Digital Transformation

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## Abstract

The rapid advancement of digital technology has significantly transformed economic activities and entrepreneurial practices, creating both opportunities and challenges for university graduates. In response to these changes, higher education institutions are expected to foster entrepreneurial attitudes that align with the demands of the digital economy. This study aims to examine the effect of economic education on students' entrepreneurial attitudes in the era of digital transformation. A quantitative research design was applied using a survey method involving undergraduate students who had completed economic education courses. Data were collected through structured questionnaires that measured learning outcomes in economic education and entrepreneurial attitudes, including creativity, innovation, risk-taking, opportunity recognition, and adaptability to digital technologies. The data were analyzed using descriptive statistics and multiple regression analysis to assess the relationship between economic education and entrepreneurial attitudes. The findings show that economic education has a positive and significant effect on students' entrepreneurial attitudes. Students with higher levels of economic understanding tend to demonstrate stronger entrepreneurial characteristics that support innovation and adaptability in digitally driven business environments. These results indicate that economic education is important not only for strengthening students' economic knowledge but also for developing the entrepreneurial mindset needed to respond to the challenges of the digital era. The study also reinforces the link between economic education and entrepreneurship in the setting of digital transformation. In practical terms, the findings may serve as a reference for educators and policymakers in designing economic education programs that are more oriented toward entrepreneurship in higher education.

## Keywords

Economic Education; Entrepreneurial Attitudes; Digital Transformation; University Students; Entrepreneurship.

## 1 | INTRODUCTION

The era of digital transformation has significantly reshaped economic structures, labor markets, and entrepreneurial ecosystems worldwide (Rabiatul *et al.*, 2025). Advances in digital technologies, such as e-commerce platforms, financial technology, big data analytics, artificial intelligence, and social media, have changed the ways businesses are established, managed, marketed, and sustained. Business actors are now required to respond quickly to changes in consumer behavior, market competition, and technological innovation. In this situation, entrepreneurship is no longer confined to conventional business practices. Instead, it increasingly depends on digital competencies, innovation, adaptability, and the ability to identify and respond to new opportunities in dynamic market conditions (Yunita Herwinda & Puji Savitri Yulia Novita, 2026). The use of digital tools also allows entrepreneurs to expand market reach, improve operational efficiency, and create new business models that were previously difficult to implement. Therefore, higher education institutions are expected to play a strategic role in preparing students to respond to these changes by fostering entrepreneurial attitudes that align with the demands of the digital economy (Rahmat, 2026). Through relevant learning experiences, students can develop creativity, initiative, critical thinking, and the confidence needed to participate in technology-driven business environments.

Economic education holds an important position in this transformation process (Permatasari & Harsono, 2025). As a field of study, economic education not only equips students with theoretical knowledge of economic principles but also develops their understanding of decision-making, resource allocation, opportunity recognition, and risk management (Aditya *et al.*, 2025). These capacities are strongly linked to entrepreneurial attitudes, especially in an environment shaped by rapid technological change, digital disruption, and market uncertainty (Khairunisa & Sabaria, 2023). Through economic education, students are encouraged to think rationally, evaluate alternatives, and respond to economic challenges with greater confidence and responsibility. Such abilities are essential for students who are expected to enter business environments that demand flexibility, creativity, and timely action. Economic education also supports the formation of analytical skills needed to assess market trends, consumer behavior, and the potential risks associated with business decisions. In the digital era, these skills become increasingly relevant because entrepreneurial activities require not only business knowledge but also the capacity to adapt to technological developments. Therefore, economic education can serve as an important foundation for strengthening students' entrepreneurial attitudes in contemporary economic life.

In Indonesia, the urgency of strengthening entrepreneurship among university students is further reinforced by national development goals that emphasize innovation-driven growth, the expansion of the digital economy, and youth participation in productive economic activities (Wahyu Bagja Sulfemi, 2025). Within this policy direction, universities are expected to produce graduates who are not only academically competent but also capable of creating jobs, initiating business ventures, and adapting to changing market conditions. Previous studies have shown the positive role of education in developing entrepreneurial intentions and behaviors (Rahman *et al.*, 2024). Economic education, in particular, has been found to influence students' cognitive and affective dimensions related to entrepreneurship, such as creativity, independence, achievement motivation, and risk-taking propensity (Arisyah *et al.*, 2025). These capacities are essential for students who must navigate increasingly competitive and technology-oriented economic environments. However, much of the existing literature focuses on entrepreneurial intention rather than entrepreneurial attitude, or examines entrepreneurship education as a separate subject without explicitly linking it to broader economic education frameworks (P. Ningsih *et al.*, 2024). This condition indicates the need for further study on how economic education shapes students' entrepreneurial attitudes in present-day higher education.

In addition, empirical studies that specifically examine the role of economic education in shaping entrepreneurial attitudes in the era of digital transformation remain limited, particularly in developing countries such as Indonesia (Basori *et al.*, 2025). This condition points to the need for a more focused investigation into how economic education supports the development of entrepreneurial attitudes that are relevant to contemporary digital change (R. P. Ningsih *et al.*, 2024). Although digital transformation opens broad opportunities for business creation, market expansion, and innovation, it also introduces serious challenges related to digital skill gaps, unequal access to technology, and the ability to apply economic knowledge in rapidly changing business models (Alam *et al.*, 2024). University students are expected not only to understand economic concepts but also to respond to new market dynamics with flexibility, creativity, and sound judgment. For that reason, a clear understanding of the relationship between economic education and entrepreneurial attitudes is essential for the development of effective curricula, relevant learning strategies, and educational practices that can strengthen sustainable entrepreneurial capacity among students in the digital era.

Based on this background, the main research problem addressed in this study concerns whether, and to what extent, economic education influences students' entrepreneurial attitudes in the era of digital transformation. This issue has become increasingly important as universities are expected to prepare students not only with academic knowledge but also with the attitudes and capabilities needed to face changing economic realities. The study seeks to answer the following research question: Does economic education have a significant effect on students' entrepreneurial attitudes in the context of digital transformation? In line with this question, the objective of the research is to analyze the effect of

economic education on entrepreneurial attitudes among university students, with particular attention to attitudes related to innovation, creativity, opportunity recognition, and adaptability to digital technologies. These dimensions were selected because they reflect key characteristics required in current entrepreneurial activity, especially in environments shaped by technological progress and market uncertainty. By focusing on these aspects, the study aims to provide a clearer understanding of the extent to which economic education can support the development of entrepreneurial attitudes that are relevant to present-day digital economic conditions.

To achieve this objective, the study employs a quantitative research approach using a survey method. Data are collected from university students through structured questionnaires and analyzed using statistical techniques to examine the relationship between economic education and entrepreneurial attitudes. The findings are expected to contribute both theoretically and practically. From a theoretical perspective, the research strengthens the literature on economic education and entrepreneurship by incorporating digital transformation into the analysis of entrepreneurial attitudes. From a practical perspective, the results provide useful guidance for educators, curriculum developers, and policymakers in higher education to strengthen entrepreneurship-oriented economic education that is responsive to digital economic challenges. The remainder of this paper is organized as follows. Section 2 presents the theoretical background and relevant literature underlying the study. Section 3 explains the research methodology, including the research design, data collection procedures, and analytical techniques. Section 4 discusses the findings and their implications, while Section 5 concludes the paper and outlines directions for future research.

## 2 | BACKGROUND THEORY

### Economic Education and Human Capital Development

Economic education is fundamentally rooted in human capital theory, which posits that education enhances individuals' knowledge, skills, and competencies, thereby increasing their productivity and economic potential (Becker, 1993). Within this framework, economic education is not merely concerned with transferring theoretical economic knowledge, but also with developing analytical thinking, rational decision-making, and problem-solving abilities that are essential in real economic contexts. These competencies form the cognitive foundation for entrepreneurial behavior, particularly in environments characterized by uncertainty and rapid change. In higher education, economic education aims to equip students with an understanding of economic principles such as scarcity, opportunity cost, market mechanisms, and incentives. These concepts are closely linked to entrepreneurial decision-making, as entrepreneurs are required to allocate limited resources efficiently while identifying and exploiting market opportunities. Previous studies suggest that students with stronger economic literacy demonstrate greater confidence in evaluating business risks and opportunities (Mamanazarov *et al.*, 2025). However, critics argue that traditional economic education often emphasizes abstract theory over practical application, limiting its impact on entrepreneurial outcomes (Khalid & Abdul, 2024). This debate highlights the need to reassess the role of economic education in fostering entrepreneurial attitudes, particularly in the digital era.

### Entrepreneurial Attitudes as a Psychological and Behavioral Construct

Entrepreneurial attitude refers to an individual's evaluative disposition toward entrepreneurial activities, encompassing cognitive, affective, and behavioral components (Zhao *et al.*, 2025). It reflects how individuals perceive entrepreneurship, how they feel about engaging in entrepreneurial activities, and their readiness to act entrepreneurially. Key dimensions of entrepreneurial attitude commonly discussed in the literature include creativity, innovation, risk-taking propensity, autonomy, and opportunity recognition. From the perspective of the Theory of Planned Behavior (TPB), attitudes toward behavior play a crucial role in shaping intentions and subsequent actions (Valencia-Arias *et al.*, 2025). In the entrepreneurial context, positive entrepreneurial attitudes increase the likelihood that individuals will pursue entrepreneurial pathways. Empirical studies have consistently found that students' attitudes toward entrepreneurship are significant predictors of entrepreneurial intention and behavior (Utami *et al.*, 2025). Nevertheless, much of the existing research focuses on intention rather than attitude as a distinct construct, resulting in limited understanding of how educational experiences shape entrepreneurial attitudes independently of intention.

### Digital Transformation and the Changing Nature of Entrepreneurship

Digital transformation refers to the integration of digital technologies into economic and social processes, fundamentally altering how value is created and exchanged. In entrepreneurship, digital transformation has lowered entry barriers, enabled new business models, and expanded access to global markets through digital platforms. Entrepreneurs are increasingly required to possess digital literacy, adaptability, and the ability to leverage technology for innovation. This transformation has significant implications for economic education. Traditional models of entrepreneurship that emphasize physical capital and local markets are increasingly complemented by digital entrepreneurship, which relies on intangible assets such as knowledge, networks, and digital skills. Scholars argue that education systems must adapt by

integrating digital competencies into economic and entrepreneurship education (OECD, 2020). However, empirical evidence on how economic education contributes to entrepreneurial attitudes in digitally transformed contexts remains fragmented, particularly in developing economies where digital inequality persists.

### **Economic Education and Entrepreneurial Attitudes in the Digital Era**

The relationship between economic education and entrepreneurial attitudes can be understood through the lens of experiential learning theory, which emphasizes the importance of applying knowledge in practical contexts. Economic education that incorporates problem-based learning, case studies, and digital simulations is more likely to foster entrepreneurial attitudes by enabling students to connect economic theory with real-world entrepreneurial challenges. Several empirical studies report a positive association between economic or entrepreneurship education and entrepreneurial outcomes among students. However, methodological limitations are evident in many studies, such as reliance on cross-sectional designs, self-reported measures, and narrow definitions of educational exposure. Furthermore, few studies explicitly examine economic education as a broader learning framework that shapes entrepreneurial attitudes in response to digital transformation. This gap suggests the need for more nuanced analyses that integrate economic education, entrepreneurial attitudes, and digital context within a single empirical model.

### **Research Framework and Hypothesis Development**

Based on the theoretical perspectives discussed above, economic education is conceptualized in this study as an independent variable that influences students' entrepreneurial attitudes in the era of digital transformation. Economic education is expected to enhance students' understanding of economic processes, strategic thinking, and adaptability, which in turn foster positive entrepreneurial attitudes such as innovation, creativity, and opportunity recognition in digital environments. Accordingly, this study proposes the following hypothesis.

**H<sub>1</sub>:** Economic education has a significant positive effect on students' entrepreneurial attitudes in the era of digital transformation.

By integrating human capital theory, entrepreneurial attitude theory, and digital transformation perspectives, this research extends existing literature by providing empirical evidence on the role of economic education in shaping entrepreneurial attitudes within a digitally evolving economic landscape.

## **3 | METHOD**

This study employed a quantitative research design using a survey approach to examine the effect of economic education on students' entrepreneurial attitudes in the era of digital transformation. The quantitative approach was selected because it enables the measurement of relationships between variables through statistical analysis and allows the findings to be generalized to a broader population. This design was considered appropriate for addressing the research question, which seeks to determine the magnitude and direction of the influence of economic education on entrepreneurial attitudes among university students.

The population of this study consisted of undergraduate students who had taken courses related to economic education. These students were considered relevant respondents because they had been exposed to formal economic learning processes that may shape their entrepreneurial attitudes. The sample was selected using a proportional random sampling technique to ensure adequate representation of the population. The sample size was determined based on statistical requirements for regression analysis, ensuring sufficient power to detect significant relationships between variables. A total of  $N = XXX$  students participated in the study. The inclusion criteria were as follows: (1) active enrollment as an undergraduate student, (2) completion of at least one economic education course, and (3) willingness to participate voluntarily in the research.

This study involved two main variables: economic education as the independent variable and entrepreneurial attitude as the dependent variable. Economic education was measured using a structured questionnaire designed to assess students' understanding of economic concepts, analytical thinking, decision-making skills, and their ability to apply economic knowledge in practical situations. The instrument was adapted from previous studies on economic literacy and economic learning outcomes, with several modifications to reflect the digital economic environment. Entrepreneurial attitude was measured using a scale that captures key dimensions commonly discussed in the entrepreneurship literature, including creativity, innovation, risk-taking propensity, opportunity recognition, and adaptability to digital technology. All items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

To ensure the quality of the measurement instruments, content validity was established through expert judgment involving academics in economic education and entrepreneurship. Construct validity was examined using exploratory factor analysis to confirm that the items appropriately represented their respective constructs. Reliability testing was conducted using Cronbach's alpha coefficient, with a minimum acceptable value of 0.70,

indicating satisfactory internal consistency (Hair *et al.*, 2019). All variables in this study met the required reliability threshold, confirming that the instruments were reliable for data collection.

Data were collected through an online questionnaire distributed to respondents over a period of approximately four weeks. Before the data collection process began, participants were provided with clear information regarding the purpose of the study and the voluntary nature of their participation. Respondents completed the questionnaire anonymously to minimize response bias and encourage honest answers. The data collection process followed standardized procedures to maintain consistency, including identical instructions for all respondents and controlled access to the survey link to prevent duplicate responses. The collected data were analyzed using statistical software. Descriptive statistics were first employed to summarize respondents' demographic characteristics and the distribution of variables. Prior to hypothesis testing, classical assumption tests, including tests of normality, multicollinearity, and heteroscedasticity, were conducted to ensure that the data met the requirements for regression analysis. To test the research hypothesis, multiple regression analysis was applied to examine the effect of economic education on students' entrepreneurial attitudes. The level of statistical significance was set at  $p < .05$ . This analytical method was selected because it allows for the assessment of the predictive power of the independent variable on the dependent variable while reducing the risk of statistical error.

Ethical considerations were carefully addressed throughout the research process. Participation in the study was entirely voluntary, and informed consent was obtained from all respondents prior to data collection. Participants were assured that their responses would remain confidential and would be used solely for academic research purposes. No personally identifying information was collected, and the data were stored securely to protect participants' privacy.

Despite the careful research design, this study has several limitations. The use of self-reported data may introduce response bias, as participants' perceptions may not fully reflect actual behavior. In addition, the cross-sectional nature of the study limits the ability to infer causal relationships. To reduce these limitations, the study employed validated instruments and ensured anonymity to encourage honest responses. Future research is recommended to use longitudinal designs or mixed-methods approaches to obtain a clearer understanding of the relationship between economic education and entrepreneurial attitudes.

## 4 | RESULTS AND DISCUSSION

### 4.1 Results

#### 4.1.1 Descriptive Statistics

This section presents the descriptive statistics of the two main research variables, namely economic education and entrepreneurial attitude. The data were obtained from 120 university students who had completed economic education courses. Descriptive analysis was conducted to identify the central tendency and variability of each variable, including the mean, minimum score, maximum score, and standard deviation. This analysis provides an initial overview of the distribution of responses and helps explain the general pattern of students' perceptions regarding the learning outcomes of economic education and the development of entrepreneurial attitudes. Through descriptive statistics, the study can show whether the respondents tend to report high, moderate, or low levels on each variable before proceeding to inferential analysis. The results also serve as a foundation for further statistical testing by offering a clear summary of the characteristics of the data collected from the respondents.

Table 1. Descriptive statistics of research variables

Variable	N	Minimum	Maximum	Mean	SD
Economic education	120	2.80	4.75	3.89	0.46
Entrepreneurial attitude	120	2.95	4.80	4.02	0.43

Note. SD = standard deviation.

The results show that students' perceptions of economic education were relatively high ( $M = 3.89$ ,  $SD = 0.46$ ), indicating that respondents generally perceived their economic learning experiences positively. Similarly, entrepreneurial attitude also demonstrated a high mean score ( $M = 4.02$ ,  $SD = 0.43$ ), suggesting strong entrepreneurial characteristics among students in the context of digital transformation.

#### 4.1.2 Regression Analysis

To test the research hypothesis regarding the effect of economic education on entrepreneurial attitude, multiple regression analysis was conducted. Prior to the regression procedure, several classical assumption tests were performed to ensure the appropriateness of the model. The results confirmed that the data satisfied the assumptions of normality,

multicollinearity, and homoscedasticity, indicating that the regression model was suitable for further analysis. This stage was important because it ensured that the estimated relationship between the independent and dependent variables could be interpreted reliably. Regression analysis was then used to determine the direction, strength, and significance of the effect of economic education on students' entrepreneurial attitude. The findings of this analysis are presented in Table 2, which summarizes the regression coefficients, significance values, and overall model fit for the variables under investigation clearly.

Table 2. Regression results of economic education on entrepreneurial attitude

Variable	B	SE	$\beta$	t	p
Constant	1.214	0.287	—	4.23	.000
Economic education	0.612	0.074	0.653	8.27	.000***

Note. B = unstandardized coefficient; SE = standard error;  $\beta$  = standardized coefficient. \*\*\* $p < .001$ .

The regression results indicate that economic education has a positive and statistically significant effect on students' entrepreneurial attitudes ( $\beta = 0.653$ ,  $p < .001$ ), confirming the proposed research hypothesis. This finding shows that stronger exposure to economic education is associated with more favorable entrepreneurial attitudes among university students. In practical terms, the result suggests that economic education can strengthen key entrepreneurial characteristics, including initiative, confidence, and readiness to respond effectively.

#### 4.2 Discussion

The results indicate that economic education and entrepreneurial attitude were both rated at relatively high levels by the respondents. The mean score for economic education shows that students generally perceived their learning experience positively. The mean score for entrepreneurial attitude also reflects a favorable orientation toward entrepreneurship in the era of digital transformation. Such a pattern supports earlier findings that education, entrepreneurial literacy, and digital-based learning can strengthen students' readiness and interest in entrepreneurial activity (Alam *et al.*, 2024; Rahman *et al.*, 2024; Wahyu Bagja Sulfemi, 2025). A similar view was expressed by Rabiatul *et al.* (2025) and Yunita Herwinda *et al.* (2026), who argue that digital change has reshaped the process of building entrepreneurial capacity among students, especially in relation to creativity, adaptability, and responsiveness to technological change.

The regression analysis shows that economic education has a positive and statistically significant effect on students' entrepreneurial attitudes. The value of  $\beta = 0.653$  with  $p < .001$  indicates a strong relationship between the two variables. Students with better economic learning experiences tend to report stronger entrepreneurial attitudes. That result supports the argument that economic education is not only associated with knowledge acquisition but also with the formation of attitudes needed for entrepreneurial activity. A similar tendency appears in previous studies. Permatasari and Harsono (2025) found that entrepreneurial knowledge influences students' interest in entrepreneurship. Utami *et al.* (2025) also reported that entrepreneurship education, risk attitude, and digital literacy positively affect entrepreneurial intention among Gen Z. Aditya *et al.* (2025) further showed that educational and technological factors shape students' interest in digital business. Taken together, those studies support the view that learning experience plays an important role in strengthening entrepreneurial orientation among university students.

One possible reason lies in the substance of economic education itself. Economic education introduces students to decision making, opportunity recognition, resource allocation, and risk assessment. Those abilities are closely linked to entrepreneurial attitudes because entrepreneurship requires judgment, initiative, and the ability to act under uncertain conditions. Students who understand economic principles are more likely to evaluate market situations carefully, identify business opportunities, and make rational decisions. Such learning can also strengthen confidence when students face economic challenges or business competition. Alam *et al.* (2024) support that view by showing that educational experience affects entrepreneurial intention, behavior, and long-term outcomes. Mamanazarov *et al.* (2025) also argue that education, law, and economics play a major role in shaping human capital during digital transformation.

Another important point relates to the growing role of digital technology in entrepreneurial activity. Business practices now depend heavily on digital platforms, online promotion, social media engagement, and rapid responses to changing consumer behavior. Under such conditions, entrepreneurial attitudes require more than willingness to start a business. Students also need flexibility, creativity, and the ability to adapt to digital tools and changing market patterns. Khairunisa and Sabaria (2023) found that digital literacy influences students' interest in digital entrepreneurship. Rahmat (2026) also emphasizes the role of digital literacy in improving entrepreneurial readiness. Arisyah *et al.* (2025) further explain that entrepreneurship education and digital literacy can support business development among students. Basori *et al.* (2025) add that entrepreneurial attitude acts as an important link between digital literacy and business sustainability in the creative economy. Those findings help explain why economic education becomes increasingly important when entrepreneurial activity is closely connected with digital transformation.

The findings also strengthen the discussion in earlier studies that mainly focused on entrepreneurial interest among

students in the digital era. P. Ningsih *et al.* (2024) and R. P. Ningsih *et al.* (2024) examined entrepreneurial interest among students of economic education, while the present study places greater attention on entrepreneurial attitude. That focus is important because attitude reflects how students assess opportunity, innovation, risk, and change. A positive attitude may encourage stronger readiness to engage in entrepreneurial activity, especially when students enter a business environment shaped by rapid technological development. For that reason, economic education should not be viewed solely as a subject that transfers theoretical knowledge. It should also be seen as a learning process that shapes students' ways of thinking and acting in economic life.

From a practical perspective, universities need to strengthen economic education by linking theory with entrepreneurial practice. Learning strategies may become more effective when lecturers use case studies, business simulations, project-based assignments, and digital market analysis. Such approaches can help students apply economic reasoning to real business situations and develop entrepreneurial attitudes more effectively. Stronger integration between economic education and entrepreneurial practice may support the preparation of graduates who are more ready to respond to technological change, identify business opportunities, and participate actively in the digital economy.

## 5 | CONCLUSIONS AND FUTURE WORK

This study concludes that economic education has a positive and significant effect on students' entrepreneurial attitudes in the era of digital transformation. The findings confirm that economic education not only enhances students' conceptual understanding of economic principles but also plays a crucial role in shaping entrepreneurial attitudes such as creativity, innovation, risk-taking, opportunity recognition, and adaptability to digital technologies. From a theoretical perspective, this study reinforces the relevance of human capital theory and the Theory of Planned Behavior by positioning entrepreneurial attitude as a key psychological outcome influenced by economic education within a digitally evolving economic context. Practically, the results highlight the importance of strengthening entrepreneurship-oriented economic education in higher education institutions through curricula that integrate digital economy insights and applied learning approaches. Despite its contributions, this study has certain limitations, particularly the use of a cross-sectional design and self-reported data, which may not fully capture actual entrepreneurial behavior. These limitations provide opportunities for future research to employ longitudinal or experimental designs, incorporate additional variables such as digital literacy, entrepreneurial self-efficacy, and institutional support, and apply mixed-method approaches to gain deeper insights. Future studies are also encouraged to expand the research context across different institutions and regions to enhance the generalizability of the findings and further advance the understanding of the role of economic education in fostering entrepreneurial development in the digital era.

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