

The Effect of Entrepreneurship Learning and Digital Marketing on Entrepreneurial Interest of Magistra Utama Kediri Students Batch 2022

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Article Information		Abstract
Submission date	4 February 2026	Research aim : To identify the impact of entrepreneurship and digital marketing education on the 2022 cohort of Master's students at Magistra Utama Kediri Design/Method/Approach : This study will employ a quantitative approach using causal analysis. The target population consists of 50 master's students at the University of Kediri from the 2022 cohort. A saturated sampling method was used, in which all members of the population were included as the sample. Data collection was conducted by distributing a questionnaire that had been tested for validity and reliability prior to distribution. For data analysis, this study uses SPSS version 23 software Hypothesis testing, calculation of the coefficient of determination, multiple linear regression analysis, and tests of classical assumptions. Research Finding : The results of the study indicate that entrepreneurship education has a direct, positive, and significant effect on entrepreneurial interest, and that digital marketing has a direct, positive, and significant effect on students' entrepreneurial interest. Therefore, it can be concluded that entrepreneurship education and digital marketing together have a direct, positive, and significant effect on the entrepreneurial interest of students in the 2022 cohort at Magistra Utama Kediri. Theoretical contribution/Originality : This study makes a theoretical contribution by demonstrating that a strong indicator in entrepreneurship education is a sense of enjoyment. Students who have a positive attitude toward entrepreneurship will be more inclined to start a business, while the prevalence of digital information makes students feel more comfortable, as social media is more accessible and flexible in terms of time. Therefore, entrepreneurship education combined with digital marketing can influence the entrepreneurial interest of students at Magistra Utama Kediri. Practitioner/Policy implication : The practical implications of this
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study indicate that an increase in entrepreneurship and digital marketing education can foster a younger generation interested in entrepreneurship. Consequently, the findings of this study can serve as a reference and point of comparison for other researchers to expand their knowledge.

Research limitation : *This study involved only a few independent variables and respondents due to the limited number of students in the sample.*

Keywords : *Entrepreneurship Learning, Digital Marketing, Entrepreneurship Interest.*

1. Introduction

In the current era of digitalization, humans are increasingly required to work and entrepreneurship, with the aim of generating income that is used to meet all the needs of life. To meet these needs, these individuals must have a business as an employee worker who gets a salary from his place of work, or become an individual who has products or services that can make money for him, or may be known as an entrepreneur (Fahmi & Amanda, 2017).

Judging from the presentation of the number of unemployed in 2022 and 2023, there is indeed a better increase in 2023, but this unemployment is still said to be high. This is because the population in Indonesia itself is relatively large, while only a few are recorded as actively working. The number of unemployed people in Indonesia itself in February 2022 totaled 8,402,153 people, this number can be seen from the perspective of the amount of education that has been completed (Central Bureau of Statistics, 2023).

From the number of unemployment that has been recorded, it should get a solution from the government. The main cause of the increasing unemployment is none other than the explosion of the population which continues to increase and the direct and indirect influence of employment, which is not balanced with sufficient employment opportunities, besides that the Indonesian people themselves include a lack of intention to create jobs. Therefore, the alternative solution is to create new jobs or called entrepreneurship. It should be starting from high school to college must be equipped with a high entrepreneurial mental attitude, and also trained with entrepreneurship learning because it is indeed an attitude or initial foundation that is owned as a business person.

In addition to entrepreneurship learning, digital marketing learning is also an important factor to equip yourself in this era of digitalization. An era in which there is rapid technological development which makes an important element in changing various activities and human life. Therefore, students are expected to already have knowledge, skills and skills from college, this is to mentally train them to enter the world of work after graduation.

Entrepreneurship learning is an activity carried out by smaller institutions, such as schools, universities, and formal and non-formal institutions through the addition or provision of knowledge about entrepreneurship. To become a successful entrepreneur, one must have the insight, understanding, skills, and qualities such as motivation, behavior, and attitudes

necessary to perform work and activities. (Anggriawan et al., 2018).

Digital marketing is branding marketing that utilizes various online media such as blogs, websites, promotions, social networks, and sure. Business actors, especially students who study entrepreneurship, often use digital marketing, given the latest technological developments that have made it easier to promote their products (Prawita & Dwi Cahya, 2022).

According to (Fajrillah et al, 2020) entrepreneurial interest is the desire of a person to do business independently by seeing business opportunities to make money and having the ability to think creatively and innovatively, make decisions, face risks, and take action to achieve their goals. From the explanation above, it can be concluded that the existence of an interest can create a new opportunity to become an entrepreneur.

In running a business, it is not just making or creating randomly, but must also be equipped with a sense of intention from the start, this is because it affects the level of motivation in creating a new innovation and creation. Therefore, interest in entrepreneurship must also be applied in starting a business venture.

Magistra Utama Kediri is an educational institution in which there are Banking Company Accounting and Office Administration majors. Both majors have Entrepreneurship and Digital Marketing courses that must be taken. Entrepreneurship and Digital Marketing learning is given to students in the form of theory and direct practice. Learning in the form of theory is carried out online in class and the speaker explains. While learning entrepreneurial practices to execute micro-businesses of food and goods that can be marketed directly or through social media. As for the practice of Digital Marketing, marketing products that have been made from entrepreneurial practices to be marketed through social media in the form of Instagram, WhatsApp or marketplace.

The results of the researchers' observations, during the learning of entrepreneurship and digital marketing in the classroom, it was still seen that some students ignored the lesson when the speaker explained, when the speaker gave directions to read the module, there were still many students who did not read it, so that when the practice of entrepreneurship and digital marketing learning was carried out, it gave students less experience. In addition, based on the findings from interviews with the presenters of entrepreneurship and digital marketing with Mr. Khafi and Mr. Ahmad that after completing the learning assessment of entrepreneurship and digital marketing practices after carrying out sales practices directly or online, they have given students the freedom to continue selling and delivering sales results as added value, but not many students do it. This shows that many students just want the value of entrepreneurship and digital marketing as a graduation requirement.

Based on the findings from the question and answer session with some of the students, it is known that there is no strong desire for entrepreneurship, this is because they feel complicated and difficult to compete with others, especially with insufficient experience. In this case they are not sure that continuing the business will be promising for the future. Such thinking affects the behavior and way of thinking of students who are more likely to look for

work than to establish employment.

1.1. Statement of Problem

Based on the background description, the main research questions to be addressed are as follows:

- 1.How does entrepreneurship education influence the entrepreneurial interest of the 2022 cohort of students at Magistra Utama Kediri?
- 2.How does digital marketing influence the entrepreneurial interest of the 2022 cohort of students at Magistra Utama Kediri?
- 3.How do entrepreneurship education and digital marketing influence the entrepreneurial interest of the 2022 cohort of Magistra Utama Kediri students?

1.2. Research Objectives

Based on the research framework that has been established, the objectives of this study are:

- 1.To determine the effect of entrepreneurship education on the entrepreneurial interest of students in the 2022 cohort at Magistra Utama Kediri
- 2.To determine the effect of digital marketing on entrepreneurial interest among 2022 students at Magistra Utama Kediri
- 3.To identify the combined effect of entrepreneurship education and digital marketing on 2022 students at Magistra Utama Kediri

2. Method

This type of research employs a quantitative approach. The quantitative approach was chosen because researchers designed their research based on the theory of positivism, which is used to study special populations and samples of Magistra Utama Kediri students class of 2022. The dependent variable in this study is entrepreneurship learning (X1), digital marketing (X2) and the independent variable is entrepreneurial interest (Y).

The research was conducted at the Magistra Utama Kediri educational institution which is located at Jl. Kh. Ahmad Dahlan No. 127 Mojoroto, Kediri City, East Java from March to May 2024. The sampling technique used in this study is nonprobability sampling, namely the method involving sampling without providing equal opportunities. Due to the number of populations already known, the study used a saturated sample taken from all students of the main Kediri Magistra, which has a population of 50 people who will be sampled in this study.

The data used in this study is primary data, that is, information obtained directly from the source, the data used in primary research is obtained from distributing questionnaires or questionnaires. To obtain the data needed in this study, researchers submitted written questionnaire data to respondents of Magistra Utama Kediri students class of 2022. In this study, researchers used data analysis techniques classical assumption tests and multiple linear regression analysis, to determine the effect and extent to which the independent variable affects the dependent variable, using SPSS software as an analysis tool (Ghozali, 2020).

3. Results and Discussion

Data analysis is the next step in quantitative research after respondent data has been collected. Analysis includes organizing data according to respondent variables, displaying data carefully for each variable, calculating answers to problem formulations, and testing the validity of proposed hypotheses. The data analysis was performed using multiple linear regression techniques, hypotheses, coefficient of determination, and classical assumptions using IBM SPSS version 23. This type of research employs a quantitative approach.

Normality Test

A normality test in a study aims to verify does this data follow a normal distribution. This study aims to evaluate the normality of the data using the Kolmogorov-Smirnov test and a P-P plot. The results of The normality test for this study was conducted using Kolmogorow-Smirnov as shown in the following table:

Table 1. Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Standardized Residual
N		50
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.97937923
	Absolute	.110
Most Extreme Differences	Positive	.060
	Negative	-.110
		.110
Test Statistic		.110
Asymp. Sig. (2-tailed)		.183 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Processed SPSS Version 23 Output, 2024

From the normality test results table above, the p-value exceeds 0.05 specifically, 0.183 > 0.05—indicating that the data follow a normal distribution.

To determine whether the data is normally distributed, one can examine the P-P plot. If the points on the plot lie on or near Taking the diagonal line into account, it can be concluded that the data is normally distributed, if the points are scattered and deviate from the diagonal line, It has been concluded that this data is not normally distributed. The results of the normality test based on the following P-P plot:

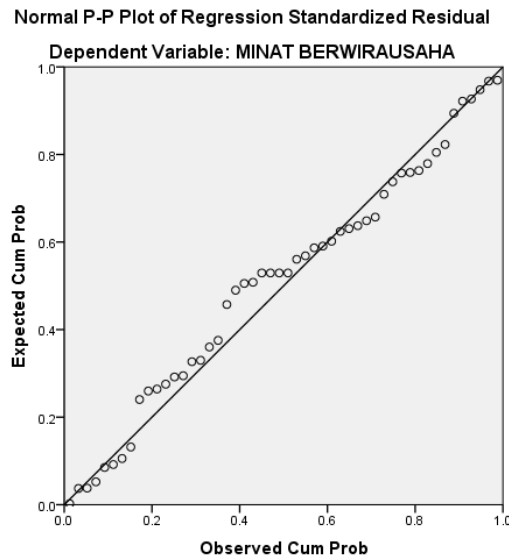


Figure 1. Normal P-P Plot for the Normality Test

Source: Processed SPSS Version 23 Output, 2024

The P-P plot above shows a line pattern that reflects a normal distribution, as evidenced by the even distribution of points along the diagonal line. Therefore, it can be concluded that the data are normally distributed.

Multicollinearity Test

A multicollinearity test was conducted to determine whether there was any correlation among the independent variables in the regression analysis. Multicollinearity can be identified by calculating a number of coefficients and comparing the correlation coefficients with the independent variables. The multicollinearity test in SPSS uses regression based on the VIF (Variance Inflation Factor).

Table 2. Multicollinearity Test Results

		Coefficients ^a				Collinearity Statistics	
		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	
Model		B		Beta			VIF
1	(Constant)	-.555	3.631		-.153	.879	
	PEMBELAJARAN KEWIRAUSAHAAN	.213	.090	.308	2.373	.022	.440 2.274
	DIGITAL MARKETING	.459	.109	.550	4.228	.000	.440 2.274

a. Dependent Variable: MINAT BERWIRAUSAHA

Source: Processed SPSS Version 23 Output, 2024

Based on the data above, the tolerance values obtained are 0.440 for entrepreneurship education and 0.440 for digital marketing, where the tolerance values are greater than 0.10. Alternatively, the VIF values are 2.274 for entrepreneurship education and 2.274 for digital marketing, both of which are less than 10. Therefore, it can be concluded that there is no correlation between the independent variables and that there is no issue of multicollinearity.

Autocorrelation Test

In regression analysis, an autocorrelation test is used when there are two non-independent errors. To detect autocorrelation, the Durbin-Watson statistical test is required. The Durbin-Watson (DW) statistic compares the observed DW value with the following criteria:

1. If $DW < dL$ or $DW > 4 - dL$, then autocorrelation is present.
2. If $dU < DW < 4 - dU$, then there is no autocorrelation.

Where:

- a) dU : the upper limit of the DW table
- b) dL : the lower limit of the DW table

The data below reflects the results of the autocorrelation test within the framework of this study:

Table 3. Autocorrelation Test Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.807 ^a	.651	.636	3.45884	1.944

a. Predictors: (Constant), DIGITAL MARKETING, PEMBELAJARAN KEWIRAUSAHAAN

b. Dependent Variable: MINAT BERWIRAUSAHA

Source: Processed SPSS Version 23 Output, 2024

Based on the data above, the tolerance values obtained are 0.440 for entrepreneurship education and 0.440 for digital marketing, where the tolerance values are greater than 0.10. Alternatively, the VIF values are 2.274 for entrepreneurship education and 2.274 for digital marketing, both of which are less than 10. Therefore, it can be concluded that there is no correlation between the independent variables and that there is no issue of multicollinearity.

Heteroscedasticity Test

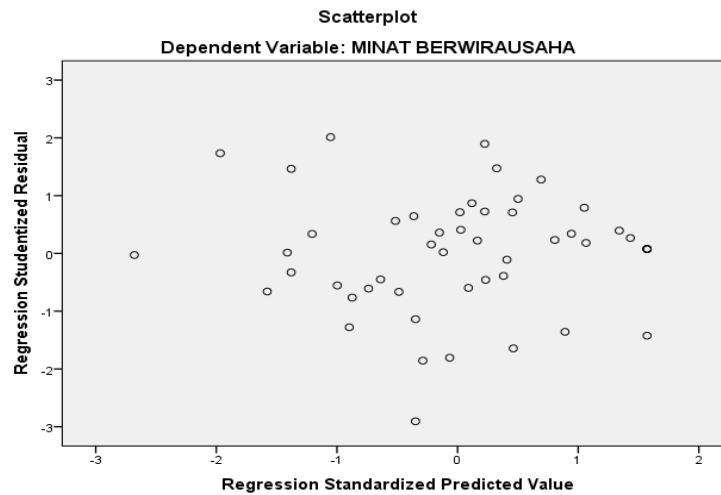


Figure 2. Scatterplot of the Heteroscedasticity Test

Source: Processed SPSS Version 23 Output, 2024

The purpose of the heteroscedasticity test is to determine whether there are significant differences in the variance of the observed residuals in a regression analysis.

The results of the scatterplot show a random distribution of data points, both above and below the 0 mark on the Y-axis. This random distribution indicates that there is no specific pattern or clear trend in the relationship between the observed variables. The graph showing this random distribution of points suggests that the independent and dependent variables do not follow a specific pattern, so it can be interpreted that there is no dependence or systematic relationship between the two. In conclusion, there are no signs of heteroscedasticity in the regression model.

Multiple Linear Regression Analysis

Table 4. Multiple Linear Regression Analysis

		Coefficients ^a				Collinearity Statistics	
		Unstandardized Coefficients	Standardized Coefficients				
		B	Std. Error	Beta	t	Sig.	
1	(Constant)	-.555	3.631		-.153	.879	
	PEMBELAJARAN KEWIRSAHAAN	.213	.090	.308	2.373	.022	.440 2.274
	DIGITAL MARKETING	.459	.109	.550	4.228	.000	.440 2.274

a. Dependent Variable: MINAT BERWIRSAHA

Source: Processed SPSS Version 23 Output, 2024

Based on the multiple linear regression table above, the constant coefficient is -0.555, the coefficient for entrepreneurship education is 0.213, and the coefficient for digital marketing is 0.459. The multiple linear regression equation is as follows:

$$Y = -0.555 + 0.213 X_1 + 0.459 X_2$$

The interpretation of the above research is as follows:

a. Constant = -0.555

A constant value of -0.555 means that if the variables for entrepreneurship education and digital marketing are equal to (0), then entrepreneurial interest decreases.

b. Coefficient $X_1 = 0.213$

In cases where the independent variable is entrepreneurship education (X_1), increases by 1 point, while entrepreneurship education and digital marketing remain constant, there will be an increase in entrepreneurial interest of 0.213

c. Coefficient of $X_2 = 0.459$

If the independent variable, digital marketing (X_2), increases by 1 point, while entrepreneurship education and digital marketing remain constant, there will be an increase in entrepreneurial interest of 0.459

Hypothesis Testing

Test of Significance for Individual Parameters (t-Test)

A t-test is conducted to determine whether the hypothesis is accepted or rejected. In the decision-making process, the calculated t-value is compared with the critical t-value at a significance level of 5%, or sig. 0.05.

Table 5. Results of the t-Test

		Coefficients ^a				Collinearity Statistics	
		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	
Model		B		Beta			VIF
1	(Constant)	-.555	3.631		-.153	.879	
	PEMBELAJARAN KEWIRAUSAHAAN	.213	.090	.308	2.373	.022	.440 2.274
	DIGITAL MARKETING	.459	.109	.550	4.228	.000	.440 2.274

a. Dependent Variable: MINAT BERWIRAUSAHA

Source: Processed SPSS Version 23 Output, 2024

From the data presented in the table above, the results are as follows:

a. The statistical significance of the entrepreneurship education variable (X_1) is 0.022. By comparing this value with the general significance level of 0.05 and considering that the calculated t-value of 2.373 is greater than the critical t-value of 2.013, H_0 can be rejected. The conclusion is that entrepreneurship education (X_1) has a significant partial effect on entrepreneurial interest (Y).

- b. The significance value for digital marketing (X2) is 0.000. Since $0.000 < 0.05$ and the calculated t-value (4.228) is greater than the critical t-value (2.013), H_0 is rejected. This indicates that digital marketing (X2) has a significant partial effect on entrepreneurial interest (Y).

Test of Significance for Individual Parameters (t-Test)

The F-test is used to determine whether all independent variables have a combined effect on the dependent variable.

Table 6. Results of the F-Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1048.193	2	524.097	43.808	.000 ^b
	Residual	562.287	47	11.964		
	Total	1610.480	49			

a. Dependent Variable: MINAT BERWIRAUSAHA

b. Predictors: (Constant), DIGITAL MARKETING, PEMBELAJARAN KEWIRAUSAHAAN

Source: Processed SPSS Version 23 Output, 2024

Based on the results of the F-test in the table, it can be concluded that the calculated F-value is 43.808 with a significance level of 0.000. This conclusion indicates that, simultaneously, the variables of entrepreneurship education (X1) and digital marketing (X2) have a significant effect on entrepreneurial interest (Y). Therefore, H_0 is rejected because it proves that there is a significant effect of the variables of entrepreneurship education and digital marketing on entrepreneurial interest.

Coefficient of Determination (R^2)

Table 7. Coefficient of Determination Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.807 ^a	.651	.636	3.45884	1.944

a. Predictors: (Constant), DIGITAL MARKETING, PEMBELAJARAN KEWIRAUSAHAAN

b. Dependent Variable: MINAT BERWIRAUSAHA

Source: Processed SPSS Version 23 Output, 2024

From the coefficient of determination table, it appears that the R-squared value is 0.651, or 65%, indicating a strong relationship. Therefore, this study shows that entrepreneurship education and digital marketing account for 65% of the variation in

entrepreneurial interest. The remaining 35% is influenced by variables not discussed in this study.

4. Conclusion

This study aims to examine the effect of entrepreneurship education (X1) and digital marketing (X2) on entrepreneurial interest (Y) among students at Magistra Utama Kediri in 2022. Based on the research findings and discussion presented above, entrepreneurship and digital marketing education have a direct, positive, and significant combined effect on the entrepreneurial interest of the 2022 cohort of students in the Master's program at Utama Kediri; this is evidenced by the results of the t-test and the F-test. Entrepreneurship and digital marketing courses have had a significant impact on the entrepreneurial interest of the 2022 cohort of Magistra Utama Kediri students. A key indicator in entrepreneurship education is a sense of enjoyment. Students who feel a strong sense of enjoyment toward entrepreneurship are more likely to be motivated to start a business. Students will always pay attention to and follow developments in the world of entrepreneurship. Meanwhile, a strong indicator for the digital marketing variable is accessibility. The availability of digital information makes students feel more comfortable, as social media is easier to access and more flexible in terms of time. This ease of access facilitates opportunities for students to start a business that aligns with their aspirations. Based on improvements in entrepreneurship education and digital marketing that can foster the growth of a younger generation interested in entrepreneurship. Thus, the findings of this study can be utilized by other researchers as a reference and comparative material to contribute to new knowledge.

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