

Entrepreneurship Development Strategies Among Generation Z: The Role of Entrepreneurship Education, Digital Literacy, and AI Technology

Ahmad Fahrezi^{1✉}, Revan Alfarezi², M Daffa³

^{1,2,3}Syiah Kuala University

Correspondence Author: ahmadfahrezi3333@gmail.com✉

ABSTRACT:

This article aims to develop a strategy for developing entrepreneurship among USK students, focusing on factors such as entrepreneurship education, self-efficacy, digital literacy, family support, and the campus ecosystem. The method used is a literature review, reviewing Indonesian journals published between 2021 and 2025 that discuss students' entrepreneurial interests, intentions, and motivations. The study results indicate that entrepreneurship education will be more effective when linked to practical experience, business projects, mentoring, and the use of digital media. Furthermore, self-efficacy, resilience in the face of failure, and environmental support have been shown to strengthen students' courage to start a business. The novelty of this article lies in the development of a strategy that not only explains the determinants of entrepreneurial interest but also formulates a more operational development direction for the context of USK students.

Keywords: Student Entrepreneurship, USK, Digital Literacy, Self-Efficacy, Business Incubator

Submitted	: 23 January 2026
Revised	: 23 March 2026
Acceptance	: 01 April 2026

Introduction

The current development of higher education demands that students possess not only academic abilities but also the skills to independently create job opportunities through entrepreneurship. High job competition and limited employment opportunities require university graduates to adapt to increasingly competitive economic changes. In this context, entrepreneurship is a crucial solution to reducing educated unemployment and increasing the economic independence of the younger generation. Syiah Kuala University (USK), as one of the major universities in Aceh, plays a strategic role in developing creative, innovative, and productive students through the development of entrepreneurship programs.

However, many students still have low entrepreneurial interest due to fear of failure, lack of business experience, limited capital, and a lack of courage to take risks when starting a business. This situation indicates that developing entrepreneurship among students requires a more focused and sustainable strategy so that students are not only focused on finding work but also able to create jobs for the community. (Naufal, 2023).

In addition to the issue of low entrepreneurial interest, the development of digital technology also presents new challenges and opportunities for students in running businesses. The digital era has transformed marketing patterns, business communications, and consumer behavior, requiring students to understand the use of social media, digital marketing, and information technology in the business world. Many students possess creative and innovative ideas, but are unable to develop these ideas into viable businesses due to a lack of knowledge about digital business management. Therefore, digital literacy is a crucial factor in supporting student entrepreneurial success.

Students who are skilled at utilizing technology tend to find it easier to build online businesses at relatively low costs and with broader market reach. At USK, the use of digital technology in entrepreneurship development needs to be

strengthened through training, mentoring, and hands-on practice to enable students to keep pace with the ever-evolving digital economy (Khairunisa, 2023).

Theoretically, entrepreneurship is a person's ability to generate new ideas, seize opportunities, and take risks to achieve profit and create economic value. Entrepreneurship education in higher education aims not only to provide business knowledge but also to foster independent, creative, innovative, disciplined, and courageous decision-making. According to entrepreneurial intention theory, a person's interest in becoming an entrepreneur is influenced by attitude, self-confidence, and environmental support. In the context of students, self-efficacy or belief in one's own abilities is a factor that greatly determines students' courage in starting a business.

Students with high self-confidence tend to be better prepared to face business challenges than those who fear failure. Therefore, entrepreneurship education on campus needs to be directed not only at theoretical aspects, but also at mental development, practical experience, and motivational reinforcement so that students are better prepared to build businesses while still in college. (Amaliah, 2024).

On the other hand, the family and campus environment also have a significant influence on the development of student entrepreneurship. Family support in the form of motivation, moral support, and financial backing can increase students' courage to start a business. Similarly, a campus environment that provides entrepreneurship programs, business seminars, business competitions, and business incubators will help students gain hands-on experience in developing a business.

USK itself already has several student entrepreneurship development programs aimed at encouraging the emergence of young entrepreneurs among students. However, the implementation of these programs still requires strengthening to be more effective and able to reach a wider range of students from various faculties. Entrepreneurship development cannot be achieved solely through formal courses; it must be supported by an active, collaborative campus

ecosystem that provides real-world practice spaces for students to learn how to run a business firsthand. (Maringka, 2025).

Previous research generally only addresses the influence of one or two variables on students' entrepreneurial interest, such as entrepreneurship education, motivation, self-efficacy, or digital literacy. However, few studies have combined all these factors into a more comprehensive entrepreneurship development strategy, specifically for USK students. However, developing student entrepreneurship requires an integrated approach that encompasses educational, psychological, technological, and environmental support for optimal results.

Therefore, this article attempts to develop a strategy for developing entrepreneurship among USK students through a literature review of various recent studies. This is expected to provide a broader picture of the steps universities can take to increase students' entrepreneurial interest and skills. With a targeted strategy, students are expected to become not only job seekers after graduation but also independent, innovative, and highly competitive entrepreneurs in today's digital economy (Mulyati, 2023).

RESEARCH METHODS

This research uses a literature review or literature review method. Literature review is a research method carried out by collecting, reading, analyzing and reviewing various scientific sources related to the research topic to gain a deeper understanding of a problem. This method was used because the research focuses on analyzing entrepreneurship development strategies among USK students based on various relevant previous research results.

The data in the research were obtained from national scientific journals in Indonesian published in the last five years, namely 2021–2025. Literature research allows the author to compare various theories, concepts and research results so that he can produce more systematic conclusions regarding the factors that influence the development of student entrepreneurship in the tertiary environment. (Afrilia, 2025).

The data sources used in this research come from accredited national journal articles, books, and scientific documents that discuss student entrepreneurship, entrepreneurship education, digital literacy, self-efficacy, and the development of campus business incubators. The tools used in the research are data analysis sheets and literature classification tables to simplify the process of grouping study results. The population in this research is all scientific articles related to student entrepreneurship, while the research sample was selected using a purposive sampling technique, namely selecting journals that are most relevant to the research topic.

Research was conducted online through the Google Scholar portal, Garuda, and higher education journal repositories during the even semester of 2026. Data analysis techniques were carried out by identifying, comparing, and concluding the results of previous research which were then formulated into entrepreneurship development strategies that were suitable for application to USK students. (Sugiyono, 2022).

RESEARCH RESULTS

1. Entrepreneurship Education as a Foundation for Developing Student Entrepreneurs

Entrepreneurship education is the primary foundation for developing entrepreneurial interest and skills in students within the university environment. Based on various studies, entrepreneurship education not only provides an understanding of business theory but also fosters creative thinking, the courage to take risks, the ability to recognize opportunities, and skills in solving business problems. For USK students, the existence of entrepreneurship courses has been a good initial step in building student awareness of the business world.

However, the effectiveness of learning still needs to be improved so that it focuses not only on theory in the classroom but also provides students with hands-on practical experience. Students tend to be more interested in entrepreneurship when they are given the opportunity to try making products, conducting sales

simulations, and actually marketing products to consumers (Mulyati, 2023). Furthermore, overly theoretical entrepreneurship education often leads students to perceive business as difficult and risky. Therefore, practice-based learning strategies need to be strengthened through activities such as group business projects, entrepreneurship bazaars, business internships, and digital business training.

With hands-on experience, students will better understand the process of building a business, from the planning stage to product marketing. This experience also helps students build confidence and the courage to try starting their own business while still in college. This demonstrates that effective entrepreneurship education must balance theory, practice, and field experience to ensure students are truly prepared for the real business world. (Sukma, 2025).

Important Factors in Entrepreneurship Education for Students

No	Entrepreneurship Education Factor	Impact on Students
1	Practice-Based Learning	Students gain a better understanding of the real business world.
2	Student Business Projects	Enhances students' creativity and innovation.
3	Business Seminars and Training Programs	Expands students' business knowledge and insights.
4	Entrepreneurship Internships	Provides students with direct practical experience.
5	Guidance from Lecturers and Mentors	Helps students develop and manage their businesses effectively.

2. The Influence of Self-Efficacy on Student Entrepreneurial Interest

Self-efficacy, or belief in one's own abilities, is one of the most important factors in developing student entrepreneurship. Many students have creative business ideas but hesitate to start due to fear of failure, lack of confidence, and worry that their ventures will not succeed. Research shows that students with high self-efficacy tend to be more optimistic in facing business challenges than those with low self-confidence. In the context of USK students, strengthening self-efficacy is crucial because students need to be accustomed to facing challenges, competition, and the decision-making process in business from an early age (Amaliah, 2024).

Self-efficacy does not emerge suddenly but develops through experience, environmental support, and small successes. When students successfully sell a product, win a business competition, or earn appreciation from the campus environment, their self-confidence will gradually increase. Therefore, campuses need to create an environment that encourages students to try and learn from their mistakes without fear of the stigma of failure. Students who are accustomed to facing challenges will have a stronger mentality in running a business than those who only understand entrepreneurial theory without practical experience. Therefore, developing student entrepreneurship must be accompanied by developing a resilient mentality and the courage to face business risks (Widianto, 2025).

The Influence of Self-Efficacy on Entrepreneurial Readiness

Self-Efficacy Aspect	Impact on Students
Confidence in One's Own Abilities	Increases the courage to start a business.
Willingness to Take Risks	Students become more prepared to make decisions.
Optimism in Business	Helps students remain resilient when facing

	failure.
Small Business Experience	Enhances self-confidence.
Environmental Support	Develops a stronger entrepreneurial mindset.

Digital Literacy and Social Media Utilization in Student Entrepreneurship

The development of digital technology has brought about significant changes in modern business patterns. Today's students are not only required to possess academic skills but also to be able to utilize digital technology in running their businesses. Studies have shown that digital literacy is strongly linked to students' entrepreneurial interest because digital media can provide broader market access at a relatively low cost. Students who understand the use of social media, marketplaces, and digital marketing tend to find it easier to develop their businesses than those who still use conventional marketing methods. In the context of USK, strengthening digital literacy is a crucial strategy because most students are already familiar with the use of technology and social media in their daily lives (Khairunisa, 2023).

Utilizing social media platforms such as Instagram, TikTok, WhatsApp Business, and marketplaces can be effective tools for students to introduce their products to the wider community. However, many students still use social media solely for entertainment, rather than as a tool for business development. Therefore, training in digital marketing, product branding, promotional content creation, and online marketing strategies is needed to enable students to utilize technology productively. Digital literacy also helps students understand changing consumer behavior, which is now more active in online transactions. With a strong grasp of technology, USK students have a significant opportunity to build digital-based creative businesses that can compete in the modern economy. (Keinditia, 2022).

Digital Platforms Commonly Used by Students for Entrepreneurship

No.	Digital Platform	Function in Entrepreneurship
1	Instagram	Product promotion and branding

2	TikTok	Creative marketing content creation
3	WhatsApp Business	Communication with customers
4	Shopee / Tokopedia	Online product sales
5	Canva and CapCut	Creating designs and promotional content

Environmental Support and the Role of the Campus in Entrepreneurship Development

Students' success in starting a business is not only influenced by individual abilities but also by the support of their surrounding environment. Family, friends, lecturers, and the campus community have a significant influence on students' courage in starting a business. Research shows that students who receive family support tend to be more motivated to pursue entrepreneurship than those who do not. This support can take the form of motivation, small capital assistance, or moral encouragement when students encounter difficulties in running a business. In the context of USK students, environmental support is a crucial factor because many students still hesitate to start a business due to fear of failure or loss (Naufal, 2023).

In addition to family, the campus also plays a strategic role in shaping the student entrepreneurial ecosystem. Programs such as business seminars, entrepreneurship competitions, student product bazaars, and business incubators can help students gain hands-on experience in the business world. An active and supportive campus environment will give students more confidence in developing their business ideas. Therefore, USK needs to strengthen collaboration between lecturers, alumni, MSMEs, and students to create a more vibrant and sustainable entrepreneurial ecosystem. Students in a positive environment are generally more easily motivated to develop than those without adequate environmental support (Maringka, 2025).

Forms of Environmental Support for Student Entrepreneurs

Type of Support	Impact on Students
Family Support	Increases motivation and confidence in

	starting and running a business.
Seminars and Training Programs	Enhance students' business knowledge and skills.
University Business Incubators	Support the development and growth of student businesses.
Entrepreneurship Communities	Expand business networks and opportunities.
Support from Lecturers and Mentors	Helps students overcome business challenges and solve entrepreneurial problems.

USK Student Entrepreneurship Development Strategy

Based on the results of the study, the USK student entrepreneurship development strategy needs to be implemented in an integrated manner, encompassing education, technology, mental strengthening, and campus support. Entrepreneurship development cannot be achieved solely through formal courses; it must be realized through real-world experiences that directly involve students in business activities. Students need to be given the space to try, fail, learn, and improve their businesses without fear of negative judgment from their environment. With this approach, students will be better prepared to face business challenges after graduation (Mulyati, 2023).

Furthermore, USK needs to strengthen its business incubator program and digital-based entrepreneurship training to enable students to keep pace with the increasingly competitive modern economy. Support for small business funding, business mentoring, digital marketing training, and collaboration with local businesses can be strategic steps in building a sustainable entrepreneurial ecosystem on campus. If this strategy is implemented consistently, USK students will not only graduate seeking employment but also become a young generation that creates jobs and makes a positive contribution to the economic growth of the Acehese community (Maringka, 2025).

DISCUSSION

Developing entrepreneurship among USK students is a crucial step in facing economic challenges and increasingly competitive job markets. Based on the research reviewed, it is understood that entrepreneurship is not only related to the ability to generate profits, but also relates to students' ability to create innovation, develop creativity, and independently exploit business opportunities. Students who possess entrepreneurial skills tend to be better prepared to face economic changes than those who rely solely on formal employment opportunities after graduation.

In this context, universities have a significant responsibility to foster an entrepreneurial culture through education, training, and the creation of a campus environment that supports student business development. This demonstrates that student entrepreneurship should be viewed as part of the human resource development process oriented toward economic independence and increasing the competitiveness of the younger generation (Mulyati, 2023).

The research findings indicate that entrepreneurship education has a significant influence on increasing student entrepreneurial interest. Effective entrepreneurship education not only provides business theory but also fosters hands-on practical experience. In many cases, students become more interested in running a business when they are given the opportunity to conduct business simulations, create their own products, and market their products to consumers.

This experience can enhance students' understanding of the real world of business, including how to navigate market competition and the risk of loss. Therefore, entrepreneurship education at USK needs to be guided by a practice-based approach so that students not only understand business concepts theoretically but also develop the practical skills to run a business. (Sukma, 2025).

In addition to entrepreneurship education, self-efficacy, or confidence in one's own abilities, is also a crucial element in building students' courage to start a business. Many students possess creative and innovative business ideas but hesitate to initiate them due to fear of failure and a lack of self-confidence. Self-

efficacy plays a role in shaping students' mentality, leading them to be more optimistic in facing business challenges. Students with high self-confidence are typically more courageous in making decisions, exploring new opportunities, and resilient in the face of business failure.

In developing entrepreneurship at USK, developing a resilient mentality is crucial, as the business world is always fraught with risk and uncertainty. Therefore, students need to be accustomed to facing challenges through activities such as business competitions, business idea presentations, and entrepreneurship training to gradually develop their self-confidence. (Amaliah, 2024).

The development of digital technology has also significantly influenced changes in student entrepreneurship patterns. Currently, social media and digital platforms have become primary tools for product marketing and business development. Students with digital literacy skills tend to find it easier to develop their businesses because they can reach a wider audience at a lower cost. Using social media platforms like Instagram, TikTok, and online marketplaces allows students to promote their products creatively and efficiently. However, research shows that many students still use social media solely for entertainment and have not yet fully utilized it as a business tool. Therefore, strengthening digital literacy is a crucial strategy in developing USK student entrepreneurship, enabling students to understand digital marketing, product branding, and online marketing strategies that are relevant to current developments. (Khairunisa, 2023).

In addition to educational and technological factors, environmental support is also crucial for student success in building a business. Support from family, friends, lecturers, and the campus environment can increase student motivation to start a business. Students who receive moral support and motivation from their environment typically have greater courage to run a business than those who do not. A campus environment active in entrepreneurial activities can also foster a positive business culture among students.

In the USK context, entrepreneurship seminars, business competitions, student bazaars, and business incubator programs are crucial forms of campus

support in fostering student entrepreneurial interest. This support needs to be strengthened through collaboration between the campus, alumni, the government, and business actors to provide students with broader access to learning about the business world. (Naufal, 2023). Business incubator programs are one of the most effective strategies for supporting student entrepreneurship development. Business incubators not only help students obtain business training but also provide mentoring, access to business networks, and opportunities to obtain venture capital. Students who participate in incubator programs are typically better prepared to run their businesses because they receive direct guidance from experienced mentors. Within USK, the development of a business incubator can be a means of building a more active and sustainable entrepreneurial ecosystem.

Through the business incubator, students can learn to prepare business proposals, conduct market analysis, manage business finances, and develop product marketing strategies. Thus, the business incubator program not only improves students' technical skills but also helps shape a more professional entrepreneurial mindset oriented toward long-term business development (Maringka, 2025). Based on all of these discussions, it is clear that USK's student entrepreneurship development strategy must be implemented comprehensively and sustainably. Entrepreneurship education, strengthening self-efficacy, improving digital literacy, environmental support, and developing a business incubator are interrelated and inseparable elements.

If all these elements can be implemented optimally, USK students will be better prepared to become independent, creative, innovative young entrepreneurs who are able to compete in the digital economy. Entrepreneurship development on campus is also expected to produce graduates who are not only job seekers but also able to create new jobs for the community, thus making a positive contribution to regional and national economic growth (Mulyati, 2023; Maringka, 2025).

Conclusion

1. Entrepreneurship development among USK students has an important role in forming students who are independent, creative, innovative, and able to create jobs amidst increasingly fierce competition in the world of work.
2. Entrepreneurship education has been proven to have a big influence on increasing students' interest in entrepreneurship, especially if learning is carried out practically through business projects, business training and direct field experience.
3. Self-efficacy or belief in one's abilities is an important factor in building students' courage to start a business, face business risks, and survive when business failure occurs.
4. Digital literacy and the use of social media have a big influence on the development of student entrepreneurship because digital technology makes promotion, marketing and business development processes easier and more extensive and efficient.
5. Support from family, campus environment, lecturers, business community, and business incubator programs really helps students in increasing motivation, experience, and readiness to run a real business.
6. The entrepreneurship development strategy for USK students needs to be carried out in an integrated manner through strengthening entrepreneurship education, digital training, forming an entrepreneurial mentality, as well as developing an active and sustainable campus business ecosystem.

BIBLIOGRAPHY

- Afrilia, I. (2025). The Effect of Entrepreneurship Education on Entrepreneurial Interest in Students of Awan Larat Entrepreneurship Class 1. *J-CEKI: Jurnal Cendekia Ilmiah*, 4(4), 2884–2891.
- Amaliah, S. R., Nurhikmah, N., & Umar, M. F. R. (2024). The Effect of Self-Efficacy on Entrepreneurial Intention in Bosowa University Makassar Students. *Journal of Character Psychology*, 4(1), 312–322.

- Ekachandra, W., & Puspitowati, I. (2022). Determinants of Students' Entrepreneurial Intention. *Journal of Management*, 19(2), 127–148.
- Griselda, V., & Puspitowati, I. (2024). The Importance of Entrepreneurial Knowledge, Creativity, and Motivation on Students' Interest in Entrepreneurship. *Journal of Managerial and Entrepreneurship*, 6(4), 1074–1081.
- Istiqomah, (2021). The Influence of Digital Marketing Knowledge on Students' Interest in Entrepreneurship at the AKK Yogyakarta Social Welfare Academy. *Jurnal Socia Akademika*, 7(1), 10–16.
- Keinditia, R., & Kustini, K. (2022). Analysis of Social Media Usage Ability and Entrepreneurship Learning on Students' Interest in Entrepreneurship at the Faculty of Economics and Business, UPN "Veteran" East Java. *Management Studies and Entrepreneurship Journal*, 3(6), 3526–3533.
- Khairunisa, N. A., & Sabaria, S. (2023). The Influence of Digital Literacy on Students' Interest in Digital Entrepreneurship at the Faculty of Economics, Business, and Humanities, Muhammadiyah University of Education, Sorong. *ASSET: Journal of Management and Business*, 6(2), 4–12.
- Maringka, A., Pio, R. J., & Asaloei, S. (2025). The Effect of a Business Incubator Program on Students' Interest in Entrepreneurship (A Study at Sam Ratulangi University). *Journal of Business Administration*, 15(2), 85–95.
- Mulyati, S. (2023). The Effect of Entrepreneurship Education and Digital Literacy on Students' Interest in Entrepreneurship, with Self-Efficacy as a Mediator. *Journal of Economic Education (JUPE)*, 11(2), 222–230.
- Mustafa, R. (2024). The Effect of Entrepreneurship Education, Locus of Control, Self-Efficacy, and Entrepreneurial Practices on Students' Attitudes to Entrepreneurship at Ahmad Dahlan University, Yogyakarta. *Journal of Business Economics and Agribusiness*, 1(4), 14–24.
- Naufal, T., Muslim, F., & Sahara, S. (2023). The Influence of Entrepreneurship Education and Family Support on Entrepreneurial Interest in Economics

- Education Students, Class of 2020–2021, University of Jambi. *Social Education*, 3(2), 108–116.
- Pengastuti, N. K. F. A., & Indrayani, L. (2023). The Influence of Creativity and Entrepreneurial Motivation on Entrepreneurial Interest in Economics Education Students at Ganesha University of Education. *Journal of Economic Education*, Undiksha, 15(3), 296–305.
- Sugiyono, (2022). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Sukma, W. A. D., Ampa, A. T., Ratnah, S., Ahmad, M. I. S., & Arisah, N. (2025). The Effect of Entrepreneurship Education on Entrepreneurial Intention through Entrepreneurial Self-Efficacy and Income Expectancy as Mediating Variables. *Eklektik: Journal of Economic Education and Entrepreneurship*, 8(2).
- Tangkeallo, D. I., & Tangdialla, R. (2021). Analysis of Entrepreneurship Education and Social Media Use on Entrepreneurial Interest of Students in the Faculty of Economics, UKI Toraja. *JEKPEND: Journal of Economics and Education*, 4(1), 74–79.
- Widianto, F. R., & Cahya, S. B. (2025). The Effect of Self-Efficacy and Adversity Quotient on Entrepreneurial Intention of Students in the Business Education Study Program, Surabaya State University. *Journal of Business Education (JPTN)*, 13(2), 97–110.