

Students' Challenges in Digital Entrepreneurship: An Islamic Values Perspective on Small Business Development

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Abstract:

This article aims to analyze the digital era, which offers students extensive opportunities to develop small businesses through the use of information technology, social media, and various digital platforms. Easy access to technology allows students to market products and services more effectively at a relatively low cost. However, these developments also present various challenges that can impact the sustainability of their businesses. This article aims to examine the various challenges students face in developing small businesses in the digital era. The study was conducted using a descriptive approach, reviewing various relevant literature sources and supported by information from students running businesses. The results indicate that students are highly motivated to become entrepreneurs as a means of earning additional income, increasing independence, and developing business skills. However, several obstacles are often encountered, such as limited capital, increasingly fierce business competition, low digital literacy, lack of experience in managing a business, and difficulty dividing time between academic and business activities. While the use of social media and marketplaces has been proven to facilitate product marketing, business success still requires good management skills and effective marketing strategies. Therefore, support from universities through entrepreneurship training, business mentoring, strengthening digital literacy, and business incubation programs is essential to help students develop businesses optimally and sustainably in the digital era.

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Introduction

The rapid development of information and communication technology has brought major changes in various aspects of society life, including in the economic and entrepreneurial fields. Digital transformation has created new opportunities for individuals to run businesses more easily, quickly, and efficiently. The presence of the internet, social media, and various electronic commerce (e-commerce) platforms allows business actors to market products and services to consumers without being limited by space and time. This condition opens wide opportunities for the younger generation, especially students, to start developing small businesses as a form of economic independence.

Students are a group in society that has great potential in development entrepreneurship. In addition to having academic abilities gained through higher education, students are also known as a group that is creative, innovative, and able to adapt to technological developments. In the digital era today, students are not only as consumers of technology, but also as business actors who leverage digital technology to create business opportunities. The various types of businesses run by students include culinary, fashion, graphic design services, digital marketing, bold product sales, and various application- and social media-based ventures. According to Asikin and Fadilah (2024), the digital era has spurred a variety of innovations in the world of entrepreneurship that allow business actors to develop businesses at relatively lower costs than conventional methods. Through the use of digital technology, entrepreneurs can reach broader markets, increase the effectiveness of promotions, and build closer relationships with consumers. Therefore, the ability to utilize digital technology becomes one of the important factors in determining the success of a business in the modern era.

Social media such as Instagram, TikTok, Facebook, and WhatsApp Business have become highly effective marketing tools for small businesses. These platforms allow students to creatively promote their products through visual content, short videos, or direct interactions with potential customers. In addition to social media, the existence of marketplaces like Shopee, Tokopedia, and Lazada also makes it easier for students to market products without owning a physical store. This convenience has made digital entrepreneurship increasingly attractive to students as an alternative to earn extra income while developing business skills. In addition to technological developments, the growing interest of students in the business world is also influenced by the economic conditions and living needs that are increasingly complex. Some students choose to become entrepreneurs to help meet their educational needs, reduce dependence on parents, and prepare themselves to face competition in the job market after graduation. Entrepreneurial activities also provide valuable experience in developing management, leadership, communication, and decision-making skills that are greatly needed in professional life. However, the great opportunities offered by the digital era are not always accompanied by ease in running a business. University students as beginner entrepreneurs still face various obstacles that can hinder their business development. One of the main challenges is limited startup capital. Most students do not yet have sources steady income so that their ability to provide business capital is still limited. This condition often restricts production capacity, product development, and promotional activities that can be carried out. In addition to capital constraints, competition in the digital era is also increasingly tight. The large number of entrepreneurs who use social

media and student digital platforms means they must be able to create competitive advantages so that their products can attract consumer attention. Competition is not only about product quality but also about marketing strategies, creativity, customer service, and the ability to build brand image (branding). Students who do not yet have business experience often experience difficulties in facing these competitive dynamics. Another equally important challenge is the low level of digital literacy among some students. Although categorized as a generation familiar with technology, not all students have the necessary skills to manage digital businesses. Using social media for personal needs does not always align with the ability to leverage technology for business purposes. Many students still have difficulties in creating digital marketing strategies, analyzing market needs, managing online transactions, and understanding algorithms. According to Hisyam, Maharani, Istiharoh, and Putri (2024), the success of students in running a business in the digital era is not only determined by product creativity, but also by the ability to manage technology, understand consumer behavior, and build a sustainable business strategy. Therefore, increasing digital competence becomes an important need for students who want to develop their business optimally. In addition to these challenges, students must also face fairly high academic demands. Lecturing activities, completing assignments, laboratory work, student organizations, and various other activities often consume a lot of time and energy. This condition causes students to be able to manage time effectively between academic activities and business activities. Poor time management can impact lower academic performance and the development of the business being run. Research conducted by Widyatama and Hamzah (2025) shows that one of the main factors influencing the success of students in entrepreneurship is time management ability. Students who can prioritize activities well tend to be more successful in maintaining and developing their businesses compared to students who struggle to divide time between lectures and business. Given these opportunities and challenges, support from various parties is needed to help students develop small businesses in the digital era. Higher education institutions have a strategic role in building an entrepreneurial ecosystem through conducting business training, business mentoring, business incubation, and developing digital literacy. This support is expected to be able to improve students' ability to face various entrepreneurial challenges so that the business being run. Based on the description above, this study aims to examine the various challenges faced by students in developing small businesses in the digital era and to identify efforts that can be made to support student success in carrying out entrepreneurial activities. This study is expected to contribute to the development of entrepreneurship programs in higher education and serve as a reference for students who want to start and develop a business amid the rapid development of digital technology.

Method

This research uses a literature review method with a descriptive qualitative approach to examine the impact of digital marketing strategies on the sales increase of Micro, Small, and Medium Enterprises (MSMEs). The literature review method was chosen because it allows researchers to gain a comprehensive understanding of the development of concepts, theories, and previous research results related to digital marketing and the sales performance of MSMEs. According to Snyder (2019), a literature review is a research method conducted by identifying, evaluating, and synthesizing various relevant scientific sources to generate new understanding of a phenomenon. This approach is deemed appropriate because the topic of digital marketing continues to evolve along with technological advancements and changes in consumer behavior. The descriptive

qualitative approach is used to systematically describe various findings obtained from the selected literature. The research does not focus on statistical measurement or hypothesis testing, but rather on a deep understanding of the relationship between digital marketing strategies and the sales increase of MSMEs. Thus, the research results are expected to provide a broader picture of how social media, e-commerce, content marketing, and various other digital instruments contribute to the development of micro and small enterprises in the digital economy era.

The data used in this research is secondary data sourced from various reliable scientific sources. The data sources include national and international journal articles, academic books, seminar proceedings, research reports, government publications, industry reports, and other documents relevant to the theme of digital marketing and SMEs. The use of these various sources aims to obtain more diverse information and strengthen the validity of the study results. The literature used is prioritized from publications within the last five to ten years to align with the rapidly evolving digital technology. Additionally, several fundamental theories that remain relevant are still used as the conceptual foundation of the research. The selection of sources is made by considering the quality of publications, the reputation of publishers, relevance to the research topic, and the currency of the information presented. In this way, the data used is expected to accurately depict the current conditions related to the implementation of digital marketing in SMEs.

The data collection process is carried out through several systematic stages. The first stage is the identification of keywords related to the research topic, such as "digital marketing," "social media marketing," "e-commerce," "content marketing," "SMEs," "online marketing," and "sales performance." These keywords are used to search various literature sources through academic databases such as Google Scholar, Scopus, ScienceDirect, Taylor & Francis, Emerald Insight, and Garuda. The second stage is the literature selection process based on inclusion and exclusion criteria. The inclusion criteria include articles discussing digital marketing, research related to SMEs, and publications that have a direct relevance to sales improvement or business performance. Meanwhile, literature that does not have a direct connection to the research focus or has low methodological quality is not included in the analysis. The third stage is the grouping of literature based on the main themes found during the search process. The literature is then classified into several categories such as the use of social media, content marketing strategies, utilization of e-commerce, search engine optimization (SEO), digital consumer behavior, and the impact of digital marketing on sales improvement. This grouping aims to facilitate the analysis and synthesis of data so that the relationships between concepts can be explained more systematically.

The data analysis was conducted using qualitative descriptive analysis techniques. The collected data was first read and thoroughly understood to identify information relevant to the research objectives. Next, the researcher performed a data reduction process by selecting the information most aligned with the focus of the study. The reduced data was then grouped based on specific themes, making it easier

to find patterns, relationships, and trends that emerged from various previous studies. The next stage is literature synthesis, which is the process of combining various research findings to gain a more comprehensive understanding of the impact of digital marketing strategies on the sales of MSMEs. At this stage, the researcher compares research results that have similarities and differences in findings to obtain a more objective picture. The analysis not only focuses on the final results of previous research but also considers the context, methods, and characteristics of the research objects used by each researcher. Furthermore, the results of the synthesis are interpreted based on relevant digital marketing theories, such as customer journey, digital marketing mix, value co-creation, and omnichannel marketing. The interpretation is carried out to explain how digital marketing strategies can enhance product visibility, expand market reach, build relationships with customers, and drive sales growth for MSMEs. With this approach, the research not only presents a summary of the literature but also generates a deeper understanding of the mechanisms and factors influencing the success of digital marketing.

To maintain the validity and credibility of the research results, a triangulation process was carried out by comparing information from various different references. The data obtained from scientific journals were compared with academic books, research reports, and official publications to achieve a stronger alignment of information. In addition, the researchers also evaluated the quality of each source used by considering the reputation of the publisher, the number of citations, the relevance of the topic, and the clarity of the research methodology. The validity of the data was also reinforced through a critical review process of each literature used. Researchers did not simply accept previous research results directly, but also analyzed the strengths and limitations of each study. This step aims to reduce the possibility of bias and enhance objectivity in drawing conclusions. Thus, the research results are expected to provide an accurate, reliable picture that can serve as a reference in the development of digital marketing strategies for SMEs in the future. This article uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because it is able to provide in-depth understanding of the various challenges faced by students in developing small businesses in the digital era. According to Sugiyono (2023), qualitative research methods are methods used to examine the natural condition of an object, where the researcher acts as the key instrument and the research results emphasize meaning rather than generalization. Through this approach, various phenomena related to students' entrepreneurial activities can be understood more deeply based on facts and information found in the field as well as in the literature. This descriptive method is used because it aims to systematically describe various conditions, facts, and phenomena related to students' challenges in running small businesses in the digital era. According to Nazir (2019), descriptive research is a method used to examine the status of a human group, an object, a condition, or a system of thinking with the aim of creating a systematic, factual, and accurate description of the facts being studied. Therefore, this method is considered suitable for examining the various challenges faced by students in developing small businesses. In addition, this study uses a

literature review method (library study). According to Zed Mestika (2018), a literature study is a series of activities related to the library data collection method, reading and taking notes, as well as processing research materials. Through a literature review, the author can obtain various relevant information from journals, books, scientific articles, and other academic sources related to student entrepreneurship in the digital era. The data used in this article consists of primary data and secondary data. Primary data were obtained through simple interviews with several students who were running small businesses. The interviews were conducted to obtain a direct picture of students' experiences in using digital technology, the obstacles faced, and the strategies that are used in developing a business. Meanwhile, secondary data were obtained from various scientific sources relevant to the discussion topic. These sources include national scientific journals, books, academic articles, research reports, and reliable bold sources that discuss digital entrepreneurship, small businesses, and students' challenges in entrepreneurship. The main references used include the works of Asikin and Fadilah (2024), Widyatama and Hamzah (2025), Hisyam et al. (2024), as well as various other sources that discuss the development of small businesses in the digital era. The selection of data sources was carried out by considering relevance, credibility, and the recency of information. The sources used are prioritized from scientific publications that have a clear academic foundation so they can support the quality of the discussion conducted. Documentation study is a data collection technique carried out by examining various documents related to the research topic. These documents include scientific journals, reference books, research articles, seminar proceedings, and various other academic sources. According to Arikunto Suharsimi (2021), documentation is a method for finding data regarding things that are in the form of records, books, letters news, magazines, minutes, agendas, and so on. Through documentation study, the author obtained various information about the opportunities and challenges of students in developing small businesses in the digital era. The information obtained is then classified according to specific themes to facilitate the data analysis process. The use of documentation techniques also allows the author to obtain broader data because it comes from various results of previous studies and research. In addition to documentation, interview techniques are used to obtain direct information from students who run small businesses. The interviews are conducted semi-structured by providing several main questions related to entrepreneurial experiences, the use of media digital, challenges faced, and hopes for support from universities. According to Moleong Lexy J. (2021), interviews are conversations with a specific purpose conducted by two parties, namely the interviewer who asks questions and the resource person who provides answers to those questions. This technique is used to reinforce data obtained from literature reviews so that it yields more comprehensive information. The data collected were analyzed using qualitative descriptive analysis techniques. The analysis is carried out by organizing, grouping, interpreting, and presenting data to provide a clear picture of the phenomenon that According to Miles and Huberman (2014), qualitative data analysis consists of three main stages: data reduction, data presentation, and conclusions. The first stage is data reduction. At this stage, various information

obtained from journals, articles, and interviews is selected based on its relevance to the research focus. Information not related to the topic is discarded, while relevant information is collected according to the predetermined theme. The second stage is data presentation. The reduced data are then organized into descriptive descriptions and tables to facilitate understanding of the results that are dipe dipe Data presentation is carried out systematically based on aspects that are the focus of the research, such as student motivation to entrepreneurship utilization of digital technology, and challenges faced in developing a business. The final stage is conclusions. In this stage, interpretation of all the data described is performed to obtain a complete understanding of the challenges faced by students in developing small businesses in the digital era. Conclusions are drawn based on the information patterns that emerge from the various data sources used.

Results

Results Motivation of Students in Establishing Small Businesses Study results show that students have various reasons to start small businesses in the digital era. Most students are driven by economic necessity, especially to obtain additional income that can help meet tuition and daily needs. In addition, students also see business activities as a means to develop independence and reduce dependence on parents. Other motivations include the desire to gain experience in the business world from an early age. Students realize that entrepreneurial experience can become a ni work as well as when they want to build a bigger business in the future. By running a business, students can learn about marketing, financial management, customer service, and decision-making.

Types of Businesses Representing Students Based on the results of studies and interviews, it was found that the type of business operated by students is very diverse. Most are involved in the culinary field because they have a broad market and are relatively easy to run. In addition, there are students who run businesses in fashion, accessories, graphic design services, typing services, photography, to boldly selling beauty products. The development of digital technology allows students to choose the type of business that suits their abilities and interests. Many students start by leveraging skills they already have so that the capital required becomes smaller. This situation shows that the digital era provides a poor contribution to students in developing businesses based on the Use of Social Media as a Means of Marketing Social media has become the main means used by students in marketing their products and services. Platforms such as Instagram, TikTok, Facebook, and WhatsApp Business aim to introduce products to potential consumers. The use of social media is considered effective because it can reach a wider market at relatively low costs. Students also take advantage of various features available on social media, such as product photo uploads, promotional videos, live broadcasts, and instant messaging services. Through these features, students can build closer interactions with customers. In addition to increasing sales, the use of social media also helps students build a brand image or business branding y[n]" Kendala Modal dalam Pengembangan Usaha".

One of the main challenges faced by students is the limited business capital. Most student support still comes from saving personal or family savings as the initial source of capital. This limited capital makes it difficult for students to develop their business on a

larger scale. Limited capital also affects the number of products that can be produced, the quality of packaging, and the ability to carry out wider promotions. As a result, business development often takes place more slowly than businesses that have strong capital support. Even so, some students try to address these problems by leveraging social media that does not "Competition in the Digital Era" The development of digital technology has increased the number of actors businesses that market their products online. This situation causes business competition to become increasingly tight. Students must compete not only with fellow students, but also with professional business actors who have greater resources. High competition requires students to continue innovating in creating products and promotion strategies. Students who are able to produce quality products and have attractive promotion strategies tend to more easily gain consumers' attention. Conversely, students who are less creative often have difficulty maintaining their business amid increasingly tight competition. Digital Literacy of Students in the Line of Business Digital literacy ability becomes an important factor in the success of businesses in the digital era. Study results show that not all students have strong capabilities in managing digital businesses. Some students still experience difficulties in creating engaging promotional content, understanding social media algorithms, and utilizing available digital marketing features. A lack of digital literacy can affect the effectiveness of promotions and overall business development. Therefore, improving digital capabilities is an important need for students who want to develop sustainable businesses. Training on digital marketing, content design, and social media management can help enhance the competitiveness of students' businesses. time between academic activities and business activities. As students, they have the responsibility to attend lectures, complete assignments, take exams, and participate in various campus activities. On the other hand, running a business also requires consistent attention and management. Time management can often lead students to fatigue and reduced productivity. Some students admit they have to sacrifice rest time to complete coursework while also managing their business. Therefore, time management skills become one of the key factors determining students' success in running a business and completing their education simultaneously.

Higher Education Support for Student Entrepreneurship Research results show that higher education support has The research results show that higher education support plays a very important role in helping students develop small businesses. The forms of support needed include entrepreneurship training, business mentoring, business incubation programs, as well as training in digital marketing and financial management. Higher education can also facilitate students to participate in product exhibitions, business competitions, and collaboration programs with the industry. Such support can help students gain practical experience and expand their business networks. With ongoing support, students will have greater opportunities to develop their businesses optimally in the digital era.

Table 1. Summary of Research Results

Aspect	Main focus
Entrepreneurial motivation	Increasing income, training independence, gaining experience
Business type	Culinary, fashion, digital services, cosmetics

	products, accessories
Media marketing	Instagram, TikTok, WhatsApp Business, marketplace
Funding Constraints	Limited capital and dependent on personal funds
Business Competition	High competition because many similar businesses
Digital Literacy	Some students still do not fully understand digital marketing
Time Management	Difficulty juggling time between studying and business

Discussion

The development of digital technology has brought about very significant changes in Entrepreneurship world, including for students who want to develop small businesses. The presence of the Internet, social media, and various digital platforms provides broader opportunities for students to start a business without needing large capital. Unlike in the previous era which required entrepreneurs to have a physical store and relatively high promotion costs, the digital era allows students to run a business just by utilizing smartphones and Internet networks. This condition shows that digital transformation has become an important factor in spurring youth interest in entrepreneurship among students. The study findings show that the main motivation of students in running a business is to earn extra income, increase economic independence, and develop skills that can support their future careers. This finding aligns with Widyatama and Hamzah (2025) who state that young generations tend to view entrepreneurial activities as a means of self-development as well as a source of income. In addition to economic benefits, entrepreneurial activities also help students improve communication skills, leadership, teamwork, creativity, and problem-solving abilities. These skills are important capital needed in the job market as well as in long-term business development. The use of digital technology has become one of the factors supporting student business development. Based on the study results, the majority of students use social media such as Instagram, TikTok, and WhatsApp Business to promote the products they sell.

This digital platform provides various conveniences, such as the ability to reach a wider audience, low promotion costs, and faster interaction with customers. Through social media, students can publish products attractively through photos, videos, and other creative content, thereby increasing consumer interest in the products offered. In addition, the existence of marketplaces such as Shopee and Tokopedia also facilitates the transaction process and expands market reach to various regions. Nevertheless, success in a digital era is not only about leveraging technology. Students are also required to have the ability to manage and utilize technology effectively. Many students still face difficulties in creating effective digital marketing strategies, understanding consumer behavior, and utilizing features available on social media and marketplaces. A lack of understanding of social media algorithms and digital promotion techniques causes some students to be unable to optimize the technology potential available. Therefore, digital literacy skills become one of the very important aspects in supporting student business success in the digital era. Another challenge found in this study is capital limitations. Most student grants

still depend on personal or family funds to run the business. This condition causes the capacity of the business being run to be relatively small and difficult to grow quickly. Capital constraints also affects students' ability to improve product quality, expand marketing, and develop business innovation. In many cases, students must run their business with simple equipment and a limited stock amount due to the limited funds they have. This shows that access to funding sources is still one of the main obstacles in developing students' businesses. In addition to capital problems, increasingly tight business competition is also a considerable challenge. The digital era allows anyone to start a business and market their products online. As a result, the number of business actors offering similar products continues to increase, making competition even more complex. Students are required to be able to create product uniqueness and attractive marketing strategies in order to compete with other business actors. Under these conditions, creativity becomes a very important factor. Students who are able to produce attractive promotional content, build a strong brand identity, and provide good service to customers tend to have a greater chance of maintaining their business. Research findings: As beginner entrepreneurs, many students do not yet have adequate knowledge regarding business management, financial management, marketing, or business development strategies. Lack of experience often leads to mistakes in decision-making, such as setting prices that are not appropriate, ineffective stock management, and a lack of long-term business planning. Therefore, practical experience and mentoring from more experienced parties are very much needed to help students develop their entrepreneurial abilities. The next challenge is difficulty in dividing time in an al As students, they have primary responsibilities to take part in the course process, complete assignments, attend practical sessions, and participate in various organizational activities.

On the other hand, the business they run also requires serious attention and management so that it can develop well. This situation often causes students to experience pressure because they must carry out two responsibilities at the same time. If they do not have good time management skills, students may experience a decline in academic achievement as well as a decrease in the performance of the business they run. Time management is one of the important skills that entrepreneurial students must have. Students need to arrange regular activity schedules and determine priorities between academic and business activities. The use of digital technology can actually help address this problem, for example through using content scheduling features, digital payment systems, and automated communication services that can save time in business management. By maximizing the use of technology, students can run their business more efficiently without neglecting their academic obligations. Based on various research findings, support from higher education institutions plays a very important role in helping students develop small businesses in the digital era. Higher education institutions not only function as educational institutions, but can also become a center for developing students' entrepreneurship. Through entrepreneurship training programs, seminars b developing their business. These programs can also help students build a broader business network and gain access to resources needed. In addition, cooperation between higher education institutions and the business world and industry also needs to be strengthened. Such collaboration can provide opportunities for learners to learn directly from experienced

business practitioners. Through internships, mentoring, and business incubation programs, students can gain deeper insights into the world of entrepreneurship and be able to face various challenges that arise in running a business. Overall, the study results show that students have great potential to become successful young entrepreneurs in the digital era. Technological advances have opened up opportunities that can be utilized to develop small businesses more effectively and efficiently. However, this potential needs to be supported by improving digital literacy, strengthening business management skills, access to capital, and support from higher education and various stakeholders.

With adequate support, students are expected to be able to develop competitive, sustainable businesses that contribute positively for the economy of the community in the future. This article has similarities with the research by Asikin and Fadilah (2024), Hisyam et al. (2024), and Widyatama and Hamzah (2025) because they all discuss entrepreneurship and the challenges faced by business actors in the digital era. The third study highlights the importance of utilizing digital technology as a means to develop businesses and enhance the competitiveness of business actors in facing changing times. In addition, these studies also show that technological development provides opportunities. Nevertheless, there are several differences between this article and previous research. The study by Asikin and Fadilah (2024) focuses more on the dynamics of entrepreneurship and innovation in the digital era in general. Meanwhile, the study by Hisyam et al. (2024) discusses student entrepreneurship opportunities amid the development of the digital economy.

The study by Widyatama and Hamzah (2025) emphasizes student motivation in entrepreneurship. Unlike those studies, this article specifically examines various challenges faced by students in developing small businesses in the digital era, such as limited capital, intense business competition, low digital literacy, and difficulty balancing time between academic activities and business. The novelty of this article lies in its focus on combining student entrepreneurship with the various real challenges that arise in the practice of small businesses in the digital era. This article not only discusses the opportunities students have in leveraging digital technology, but also identifies obstacles that can affect business success. In addition, this article provides an overview of the importance of higher education support through training programs, business mentoring, and strengthening digital literacy as efforts to help students develop businesses sustainably. Thus, this article is expected to contribute to the development of student entrepreneurship studies and serve as a reference for students who want to build their businesses.

Conclusion

Based on the results of the study and discussion, it can be concluded that the development of digital technology has provided very large opportunities for students to develop small businesses. The presence of social media, marketplaces, and various digital platforms allows students to start and run businesses with relatively affordable capital and reach wider markets. This condition encourages increased interest among students to become entrepreneurs as a means to earn additional income, improve economic

independence, and develop skills useful for the future. The use of digital technology also facilitates promotion, customer communication, and more effective and efficient sales transactions. However, students still face various challenges in developing small businesses in the digital era. These challenges include limited business capital, increasingly fierce business competition, lack of digital literacy, limited experience in managing a business, and difficulties in dividing time between academic activities and business activities. These obstacles can affect business development if not addressed properly. Therefore, support from various parties is required, especially universities, through entrepreneurship training programs, business mentoring, strengthening digital literacy, and provision of business incubation programs. With sustained support, students have great potential to grow into innovative, independent young entrepreneurs who can compete in the digital era and contribute positively to the community's economy.

Suggestions

Based on the research results that have been conducted, there are several recommendations that can be given to various parties involved in the development of student small businesses in the digital era. For students, it is recommended to continue improving skills and knowledge in entrepreneurship, especially related to the use of digital technology, online marketing, financial management, and business management. Students also need to develop creativity and innovation to be able to create products or services that have added value and can compete amid increasingly intense business competition. In addition, the ability to manage time between academic activities and business activities needs to be improved so that both activities can run in a balanced and optimal manner. For higher education institutions, it is recommended to strengthen the university student entrepreneurship development programs through the organization of training, seminars, workshops, and sustainable business incubation programs. Universities are also expected to provide business mentoring facilities, access to information on business opportunities, and to establish collaborations with the business world and industry to help students gain practical experience in managing a business. This support is important to enhance students' ability to face various business challenges in the digital era. For future researchers, it is recommended to conduct deeper research using field research methods and involving more respondents to provide a more comprehensive picture of the conditions of students running small businesses.

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