



THE INFLUENCE OF DIGITAL LITERACY AND SOCIAL MEDIA USE ON STUDENTS ENTREPRENEURIAL INTENTION WITH GROWTH MINDSET AS A MODERATING

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ABSTRACT

Phenomenon/Issue: The increasing use of digital technology and social media has not been accompanied by strong entrepreneurial intention among university students.

Purpose: This study aims to analyze the influence of digital literacy and social media use on the entrepreneurial intention of students in the Office Administration Education Study Program at Surabaya State with growth mindset as a moderating variable.

Novelty: The novelty of this study lies in examining the moderating role of growth mindset in strengthening or weakening the relationship between digital literacy, social media use, and entrepreneurial intention within the context of higher education.

Research Methods: This research employed a quantitative explanatory approach involving 120 education students that already passed entrepreneur and practice entrepreneur subjects. Data were collected through an online questionnaire and analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) with SmartPLS 4.

Results: The findings indicate that digital literacy and social media use have a positive and significant effect on entrepreneurial intention. Furthermore, growth mindset strengthens the influence of digital literacy on entrepreneurial intention but does not moderate the relationship between social media use and entrepreneurial intention.

Research Contributions: The findings contribute to the development of entrepreneurship education by emphasizing the importance of strengthening digital literacy and growth mindset to foster entrepreneurial intention among university students, while supporting the achievement of Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth.

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INTRODUCTION

The rapid development of digital technology has transformed various aspects of human life, including employment patterns and entrepreneurial activities. Digital transformation has expanded employment opportunities beyond conventional occupations by creating new opportunities through digital platforms and technology-based businesses (Verhoef *et al.*, 2021). However, despite these opportunities, entrepreneurial intention among university students remains relatively low, particularly among students in teacher education programs who still tend to orient their careers toward becoming job seekers rather than job creators. This tendency is influenced by perceptions of career security, welfare, and employment opportunities in the education sector (Hutasuhut *et al.*, 2025; Tondang *et al.*, 2024).

The phenomenon is also reflected in the Office Administration Education Study Program at Surabaya State University. Based on the 2025 Tracer Study, only 1.82% of graduates pursued entrepreneurship, while most preferred careers in the private sector. Although these students possess competencies in administration, information management, and digital technology, such competencies have not been optimally utilized to encourage entrepreneurial intention. This condition indicates the importance of strengthening students' entrepreneurial competencies through digital capabilities.

Digital literacy has become one of the essential competencies for entrepreneurship in the digital era. Digital literacy enables individuals to access, evaluate, manage, and utilize digital information effectively for solving problems and creating business opportunities (Carretero *et al.*, 2017; Tinmaz *et al.*, 2022). Furthermore, digital literacy supports business development by improving operational efficiency and expanding market reach through digital technologies (Aulia *et al.*, 2021; Widayanto *et al.*, 2023). In addition, social media has evolved beyond a communication platform into an effective medium for business promotion, networking, and market exploration (Kaplan & Haenlein, 2010). Social media facilitates business promotion, consumer engagement, and relationship building, which are essential for entrepreneurial development (Park *et al.*, 2017; Ramadhani *et al.*, 2023).

According to the Theory of Planned Behavior Ajzen (1991) as a grand theory to explain the development of an interest in entrepreneurship through attitude, subjective norms, and perceived behavioral control, and is supported by the Technology Acceptance Model Davis (1989), to explain the acceptance and use of digital technology. Digital literacy contributes to the formation of positive attitudes toward entrepreneurship, while social media use is supported by the concepts of perceived usefulness and perceived ease of use in the Technology Acceptance Model (TAM) and is related to subjective norms in the Theory of Planned Behavior (TPB), as interactions on social media can influence students' views on entrepreneurship. Meanwhile, a growth mindset Dweck (2019) represents perceived behavioral control and serves as a moderating variable, because the belief that abilities can be developed through learning and experience encourages students to make more optimal use of their digital skills in fostering an interest in entrepreneurship.

Previous studies have consistently reported that digital literacy positively influences entrepreneurial intention (Khairunisa & Sabaria, 2023; Liang *et al.*, 2025), while social media use also contributes to fostering entrepreneurial intention (Sahban, 2024). Nevertheless, other studies indicate that social media may have a negative effect when it is used passively without productive purposes (Aliffirmansyah & Nikmah, 2025). Moreover, although growth mindset has frequently been examined as an independent or mediating variable (Burnette *et al.*, 2020; Pranata & Sugianto, 2025), limited studies have investigated its moderating role in the relationship between digital factors and entrepreneurial intention. Nugroho *et al.* (2025), also reported that growth mindset did not significantly moderate the relationship between digital literacy and entrepreneurial intention. These inconsistent findings indicate the need for further investigation regarding the interaction between digital competencies and psychological factors in explaining entrepreneurial intention.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Entrepreneurial Intention

Entrepreneurial Intention refers to an individual's willingness and commitment to establish a business in the future. According to the Theory of Planned Behavior (Ajzen, 1991), entrepreneurial intention is determined by attitude toward entrepreneurship, subjective norms, and perceived behavioral control, making it the strongest predictor of entrepreneurial behavior. Among university students, entrepreneurial intention reflects their readiness to recognize business opportunities and pursue self-employment as a career choice. Previous studies have consistently shown that stronger entrepreneurial intention increases the likelihood of engaging in entrepreneurial activities and developing new business ventures (Asnhari & Nawawi, 2022; Ferreira *et al.*, 2019). Therefore, entrepreneurial intention is considered a crucial outcome in entrepreneurship research.

Digital Literacy

Digital Literacy is the ability to access, evaluate, and effectively utilize digital information to support learning, decision-making, and problem-solving (Ng, 2012). In the entrepreneurial context, digital literacy enables individuals to identify business opportunities, analyze market information, and utilize digital technologies for business development (Khairunisa & Sabaria, 2023). Previous studies have reported that students with higher digital literacy are better able to transform digital information into entrepreneurial knowledge and are more likely to develop entrepreneurial intentions (Nasrullah *et al.*, 2024; Robbani *et al.*, 2025). Therefore, digital literacy has become an essential competency for entrepreneurship in the digital era.

Social Media Use

Social Media Use refers to the utilization of digital platforms for communication, information sharing, networking, and business promotion. Social media enables individuals to access entrepreneurial information, promote products, interact with customers, and expand business networks more efficiently (Rohman *et al.*, 2019). As a result, it has become an important tool for entrepreneurial learning and opportunity recognition among university students. Empirical studies have shown that effective social media use positively contributes to entrepreneurial intention by increasing students' access to business knowledge and entrepreneurial experiences (Bansal & Mathur, 2025; Qadir & Ramli, 2024).

Growth Mindset

Growth Mindset is the belief that abilities and competencies can be developed through continuous learning, effort, and experience rather than being fixed traits (Dweck, 2019). Individuals with a growth mindset tend to embrace challenges, persist in overcoming obstacles, and continuously improve their skills (Burnette *et al.*, 2020). In entrepreneurship, this mindset encourages students to develop entrepreneurial competencies and adapt to changing business environments. Previous studies have also shown that growth mindset enhances learning motivation and entrepreneurial readiness, making it an important psychological factor in entrepreneurship research (Prasetyo & Asbari, 2023; Rahmania *et al.*, 2022).

HYPOTHESIS DEVELOPMENT

Digital literacy extends beyond the ability to use digital technologies, encompassing critical, creative, and collaborative skills that enable individuals to effectively access, evaluate, and utilize digital information (Maudina *et al.*, 2022). In the entrepreneurial context, students with higher levels of digital literacy are better equipped to identify business opportunities, adapt to technological changes, and develop innovative business ideas, thereby strengthening their entrepreneurial intention (Wahyuni *et al.*, 2025). Empirical evidence further indicates that digital literacy positively influences students' entrepreneurial attitudes and intentions by enhancing their technological adaptability and self-efficacy (Febriani *et al.*, 2025; Iskandar *et al.*, 2024). Consistent with these findings, Khairunisa & Sabaria (2023), found that digital literacy has a positive and significant effect on students' entrepreneurial intention.

H1: Digital Literacy Has a Positive Impact on the Interest in Entrepreneurship Among Office Administration Education Students

Social media has evolved from a communication platform into a strategic tool for business promotion, networking, market analysis, and customer engagement (Handayani *et al.*, 2023). Through social media, students can gain entrepreneurial knowledge, test business ideas, and develop digital marketing skills, which contribute to stronger entrepreneurial intention. Previous studies have demonstrated that productive social media use positively affects students' entrepreneurial intention by increasing business knowledge, digital interaction, and entrepreneurial readiness (Rafiah *et al.*, 2025; Syahrani *et al.*, 2023). Similarly, Gustina & Sumiati (2021) found that social media use significantly enhances entrepreneurial intention among university students. These findings are consistent with Wibowo et al. (2023) dan Sahban (2024), who reported that social media use positively contributes to students' entrepreneurial intention.

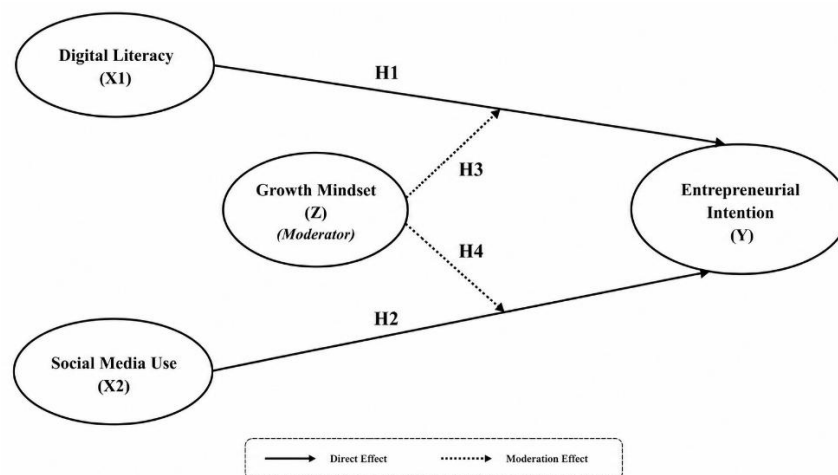
H2: Social Media Use Has a Positive Impact on the Interest in Entrepreneurship Among Office Administration Education Students

Growth Mindset is expected to strengthen the positive relationship between Digital Literacy and Entrepreneurial Intention because students who believe their abilities can be developed through learning and experience are more likely to utilize digital competencies to explore entrepreneurial opportunities. Students with a strong Growth Mindset tend to transform digital knowledge into practical entrepreneurial skills and persist in overcoming challenges. Previous research supports this argument, showing that Growth Mindset reinforces the influence of Digital Literacy on entrepreneurial intention by enhancing digital self-confidence, continuous learning, and perseverance (Hidayat et al., 2025). However, Nugroho et al. (2025), found that Growth Mindset did not significantly moderate the relationship between digital literacy and entrepreneurial intention. This inconsistent finding indicates that the moderating role of Growth Mindset remains inconclusive and warrants further investigation. Therefore, this study proposes that Growth Mindset positively moderates the relationship between Digital Literacy and Entrepreneurial Intention.

H3: A Growth Mindset Moderates the Effect of Digital Literacy on Entrepreneurial Interest Among Office Administration Education Students

Growth Mindset is also expected to strengthen the relationship between Social Media Use and Entrepreneurial Intention by encouraging students to use social media as a platform for entrepreneurial learning, innovation, and business development. Students with a Growth Mindset are more likely to perceive challenges and failures encountered through digital entrepreneurial activities as opportunities for learning and improvement (Nugroho et al., 2025). Moreover, Growth Mindset encourages students to maximize the entrepreneurial benefits of social media, including opportunity recognition, knowledge acquisition, and business networking (Febrilia et al., 2025). Accordingly, students who effectively utilize social media and possess a high Growth Mindset are expected to exhibit stronger entrepreneurial intention. Therefore, this study hypothesizes that Growth Mindset positively moderates the relationship between Social Media Use and Entrepreneurial Intention.

H4: A Growth Mindset Moderates the Effect of Social Media Use on Entrepreneurial Interest Among Office Administration Education Students



Source: Processed data 2026

Figure 1. Research Design

METHOD

This study is an explanatory study using a quantitative approach that aims to explain the causal relationship between the independent variables namely, digital literacy and social media use as exogenous variables and the dependent variable, which is students' interest in entrepreneurship as an endogenous variable, as well as to examine the role of growth mindset as a moderating variable that influences this relationship. This approach was chosen so that hypothesis testing could be conducted objectively and measurably through statistical analysis. The study population consisted of all students in the Office Administration Education Program at the Faculty of Economics and Business, Surabaya State University, who had completed internships at schools and in industry. The sampling technique used purposive random sampling, with the sample size determined using the Slovin formula at a 5% error rate, resulting in 120 respondents. Data collection was conducted via a survey using a questionnaire with a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument was developed based on indicators of digital literacy (X1), social media use (X2), interest in entrepreneurship (Y), and growth mindset as moderating variables (Z). Digital literacy indicators came from Khairunisa & Sabaria (2023) and included internet use, information source analysis, website content evaluation, information verification, and information organization. Social media use indicators came from (Aji et al., 2025; Firman & Putra, 2020; Leftheriotis & Giannakos, 2014; Prasetyo, 2020; Rohman et al., 2019) and included promotion, information seeking, participation, and communication and network building. Entrepreneurial intention indicators came from Aji et al. (2025) dan Ganefri et al. (2024) and included future business start-up intention, mental readiness and perceived control, preference for creating self-employment opportunities, and interest in integrating digital technology and creativity into business. Growth mindset indicators came from Nugroho et al. (2025) dan Sigmundsson & Haga (2024) and included belief in developing abilities, resilience toward failure and challenges, openness to feedback, and motivation for independent learning and development. The measurement instruments subsequently underwent validity and reliability testing to ensure the accuracy and consistency of the measurements. Data analysis was conducted using Partial Least Squares-based Structural Equation Modeling (SEM-PLS) with the assistance of SmartPLS software through several stages: evaluation of the outer model to test construct validity and reliability; evaluation of the inner model to assess the structural relationships among variables; and hypothesis testing through analysis of path coefficients and t-statistic values obtained via bootstrapping.

RESULTS AND DISCUSSIONS

Respondent characteristics provide an overview of the research sample profile. The respondent characteristics in this study were grouped based on several relevant aspects to provide information on the distribution of respondents who served as the source of research data. The characteristics are as follows:

Table 1.
Respondent Characteristics

Category	Characteristics	F	%
Gender	Male	26	21,7
	Female	94	78,3
	Total	120	100
Age	21 years Old	11	9,2
	22 years old	92	76,7
	23 years Old	15	12,5
	24 years Old	2	1,6
	Total	120	100
Entrepreneurial experience	Does not yet have a business	92	76,7
	Is in the process of starting a business	19	15,8
	Has had a business for more than 1 year	9	7,5
	Total	120	100

Source: Processed data 2026

Based on Tables 1, the study involved 120 respondents, the majority of whom were female (94 respondents 78.3%), while male respondents accounted for 26 individuals (21.7%), indicating that the sample was predominantly female. In terms of age, most respondents were 22 years old (92 respondents 76.7%), followed by those aged 23 years (15 respondents 12.5%), 21 years (11 respondents 9.2%), and 24 years (2 respondents 1.6%), suggesting that the participants were primarily final year undergraduate students. Regarding entrepreneurial status, the majority of respondents had not yet established a business (92 respondents 76.7%), while 19 respondents (15.8%) were in the process of starting a business and 9 respondents (7.5%) owned an active business. These characteristics indicate that most participants were still in the stage of developing entrepreneurial intentions or preparing to engage in entrepreneurial activities, making them well aligned with the focus of this study on entrepreneurial intention among university students.

The outer model, also known as the measurement model, is in charge of figuring out how much each sign within a block represents the latent variable being measured. This kind of analysis is done independently, ignoring any connections between the latent variables found in the structural model. The measurement model's structure and the visual connections produced by SmartPLS version 4.0 are shown.

Table 2.
Outer Loading

	Digital Literacy	Social Media Use	Entrepreneurial intention	Growth Mindset
DL 1	0,733	-	-	-
DL 2	0,717	-	-	-
DL 3	0,748	-	-	-
DL 4	0,780	-	-	-
DL 5	0,809	-	-	-
DL 6	0,838	-	-	-
DL 7	0,739	-	-	-
SMU 1	-	0,774	-	-
SMU 2	-	0,835	-	-
SMU 3	-	0,740	-	-
SMU 4	-	0,819	-	-
SMU 5	-	0,827	-	-
SMU 6	-	0,810	-	-
EI 1	-	-	0,794	-
EI 2	-	-	0,738	-
EI 3	-	-	0,811	-
EI 4	-	-	0,668	-
EI 5	-	-	0,719	-
EI 6	-	-	0,724	-
GM 1	-	-	-	0,815
GM 2	-	-	-	0,847
GM 3	-	-	-	0,785
GM 4	-	-	-	0,812
GM 5	-	-	-	0,818
GM 6	-	-	-	0,768
GM 7	-	-	-	0,839

Source: Processed data 2026

Based on the Tables 2, most indicators of the Digital Literacy (DL), Social Media Use (SMU), Entrepreneurial Intention (EI), and Growth Mindset (GM) constructs exhibit outer loading values above the recommended threshold of 0.70. However, one indicator of the Entrepreneurial Intention construct, namely EI4, has an outer loading value of 0.668. Although this value is slightly below the ideal threshold of 0.70, it remains within the acceptable range of 0.40–0.70 and may be retained following further evaluation, as suggested (Hair *et al.*, 2022). In this study, the Entrepreneurial Intention construct achieved an Average Variance Extracted (AVE) of 0.554, a Composite Reliability (CR) of 0.881, and a Cronbach's Alpha of 0.838, all of which exceeded the recommended criteria for convergent validity and internal consistency reliability. Therefore, indicator EI4 was retained because it continued to contribute adequately to the measurement of the Entrepreneurial Intention construct.

Table 3.
Cronbach's Alpha, Composite Reliability, AVE

Variable	Cronbach's Alpha	Composite Reliability	AVE
Digital Literacy	0,884	0,909	0,589
Social Media Use	0,889	0,915	0,643
Entrepreneurial Intention	0,838	0,881	0,554
Growth Mindset	0,915	0,931	0,660

Source: Processed data 2026

Based on the Tables 3, convergent validity was assessed using the Average Variance Extracted (AVE) values. As presented in Table 4.5, all constructs demonstrated Cronbach's Alpha values ranging from 0.838 to 0.915 and Composite Reliability (CR) values ranging from 0.881 to 0.931. Since all reliability

coefficients exceeded the recommended threshold of 0.70, the constructs were considered to have satisfactory internal consistency. Furthermore, the AVE values for Digital Literacy, Social Media Use, Entrepreneurial Intention, and Growth Mindset were 0.589, 0.643, 0.554, and 0.660, respectively. As all AVE values exceeded the recommended threshold of 0.50, each construct satisfied the criterion for convergent validity, indicating that the indicators adequately represent their respective latent constructs (Hair *et al.*, 2022).

Table 4.
Discriminant Validity (Fornell-Larcker)

Variable	GM	DL	EI	SMU
Growth Mindset	0,813	-	-	-
Digital Literacy	-0,054	0,767	-	-
Entrepreneurial Intention	0,334	0,494	0,744	-
Social Media Use	0,190	0,049	0,565	0,802

Source: Processed data 2026

The results of the discriminant validity assessment using the Fornell–Larcker criterion indicate that the square root of the Average Variance Extracted ($\sqrt{\text{AVE}}$) for each construct is greater than its correlations with the other constructs. Specifically, the $\sqrt{\text{AVE}}$ values were 0.813 for Growth Mindset, 0.767 for Digital Literacy, 0.744 for Entrepreneurial Intention, and 0.802 for Social Media Use. Since all $\sqrt{\text{AVE}}$ values exceeded the corresponding inter-construct correlation coefficients, each construct demonstrated adequate discriminant validity by being empirically distinct from the others. Therefore, all constructs in this study satisfied the discriminant validity criterion based on the Fornell–Larcker approach (Hair *et al.*, 2022).

The structural model (inner model) was evaluated to examine the model's ability to explain the relationships among the latent constructs. In this study, the assessment of the structural model included the R-square, F-square, and hypothesis testing using the bootstrapping procedure. The coefficient of determination (R^2) was used to assess the proportion of variance in the endogenous construct explained by the exogenous constructs. According to Hair *et al.* (2022), R-square values of 0.75, 0.50, and 0.25 indicate substantial, moderate, and weak explanatory power, respectively. The results of the R^2 analysis are presented in the following table.

Table 5.
 R^2 and F^2 Value

	R^2	R^2 adjusted	F^2
Entrepreneurial Intention	0,671	0,656	-
Digital Literacy	-	-	0,655
Social Media Use	-	-	0,688
Growth Mindset x Digital Literacy	-	-	0,187
Growth Mindset x Social Media Use	-	-	0,015

Source: Processed data 2026

As presented in Table 5, the Entrepreneurial Intention construct obtained an R-square value of 0.671 and an adjusted R-square value of 0.656. These results indicate that the proposed model explains 67.1% of the variance in Entrepreneurial Intention. According to the criteria proposed by Hair *et al.* (2022), an R-square value of 0.671 falls within the moderate category, suggesting that the structural model has a satisfactory level of explanatory power in predicting Entrepreneurial Intention. Based on Table 6, the effect size F-square values for Digital Literacy and Social Media Use were 0.655 and 0.688, respectively, indicating large effect sizes. These findings suggest that both constructs make substantial contributions to explaining the variance in Entrepreneurial Intention. Furthermore, the interaction term between Growth Mindset and Digital Literacy yielded an f-square value of 0.187, which represents a

medium effect size, indicating that Growth Mindset provides a meaningful moderating effect on the relationship between Digital Literacy and Entrepreneurial Intention. In contrast, the interaction between Growth Mindset and Social Media Use produced an *f*-square value of 0.015, which is below the threshold of 0.02 and therefore represents a negligible effect. Overall, Social Media Use demonstrated the largest contribution to Entrepreneurial Intention, followed by Digital Literacy, whereas the moderating effect of Growth Mindset on the relationship between Social Media Use and Entrepreneurial Intention contributed only marginally to the explanatory power of the model.

Table 6.
Direct Effect

	Original sample (O)	T statistics (O/STDEV)	<i>P values</i>	Description
Digital Literacy -> Entrepreneurial Intention	0,467	9,278	0,000	Accepted
Social Media Use -> Entrepreneurial Intention	0,487	9,323	0,000	Accepted

Source: Processed data 2026

The bootstrapping results indicate that Digital Literacy has an original sample coefficient of 0.467, a *t*-statistic of 9.278, and a *p*-value of 0.000. Since the *t*-statistic exceeds 1.96 and the *p*-value is below 0.05, H1 is accepted. These findings demonstrate that Digital Literacy has a positive and significant effect on Entrepreneurial Intention, indicating that higher levels of digital literacy are associated with stronger entrepreneurial intentions among university students. Furthermore, Social Media Use has an original sample coefficient of 0.487, a *t*-statistic of 9.323, and a *p*-value of 0.000. As these values also satisfy the recommended significance criteria, H2 is accepted. This result indicates that Social Media Use has a positive and significant effect on Entrepreneurial Intention, suggesting that students who utilize social media more effectively are more likely to develop stronger entrepreneurial intentions.

Table 7.
Moderating Effect

	Original sample (O)	T statistics (O/STDEV)	<i>P values</i>	Description
<i>Growth Mindset</i> x Digital Literacy -> Entrepreneurial Intention	0,246	5,177	0,000	Accepted
<i>Growth Mindset</i> x Social Media Use -> Entrepreneurial Intention	-0,070	1,308	0,191	Rejected

Source: Processed data 2026

The bootstrapping results show that the interaction between Growth Mindset and Digital Literacy has an original sample coefficient of 0.246, a *t*-statistic of 5.177, and a *p*-value of 0.000. Since the *t*-statistic is greater than 1.96 and the *p*-value is below 0.05, H3 is accepted. These findings indicate that Growth Mindset positively and significantly moderates the relationship between Digital Literacy and Entrepreneurial Intention. In other words, a higher level of Growth Mindset strengthens the positive effect of Digital Literacy on students' Entrepreneurial Intention. In contrast, the interaction between Growth Mindset and Social Media Use produced an original sample coefficient of -0.070, a *t*-statistic of 1.308, and a *p*-value of 0.191. As the *t*-statistic is below 1.96 and the *p*-value exceeds 0.05, H4 is not rejected. This result indicates that Growth Mindset does not significantly moderate the relationship between Social Media Use and Entrepreneurial Intention. Therefore, the level of students' Growth Mindset neither strengthens nor weakens the effect of Social Media Use on Entrepreneurial Intention in a statistically significant manner.

The Effect of Digital Literacy on Entrepreneurship Intention

Digital Literacy positively influences Entrepreneurial Intention because it enables students to access, evaluate, and utilize digital information to identify business opportunities, understand market needs, and develop effective business strategies. As students become more capable of distinguishing reliable information from various digital sources, they gain greater confidence in making entrepreneurial

decisions and perceive entrepreneurship as a more feasible and promising career option. Although the descriptive analysis indicates that students' Digital Literacy is at a moderate level, their strong ability to verify information before using it supports informed opportunity recognition, thereby fostering Entrepreneurial Intention (Khairunisa & Sabaria, 2023). This finding is consistent with the Technology Acceptance Model (Davis, 1989) which suggests that higher digital literacy enhances students' perceptions of the usefulness and ease of using digital technology, ultimately strengthening their entrepreneurial intention.

The Effect of Social Media Use on Entrepreneurship Intention

Social Media Use positively influences Entrepreneurial Intention because it enables students to access business-related information, identify market opportunities, promote products, interact with potential customers, and learn from successful entrepreneurs through digital platforms. These opportunities enhance students' entrepreneurial knowledge, self-confidence, and perceptions of business feasibility, thereby increasing their intention to engage in entrepreneurship. Although the descriptive analysis indicates that students' Social Media Use is at a moderate level, the promotion-related indicator achieved the highest mean score, suggesting that students primarily utilize social media to introduce and market products or business ideas to a broader audience. This finding is consistent with previous research by (Rohman et al., 2019), which highlights social media as an effective and efficient promotional tool that strengthens entrepreneurial confidence. Furthermore, the results support the Technology Acceptance Model (Davis, 1989), which posits that perceiving social media as useful and easy to use encourages students to utilize it for entrepreneurial activities, ultimately strengthening their entrepreneurial intention.

Growth Mindset Moderates the Effect of Digital Literacy on Entrepreneurial Intention

Growth Mindset positively moderates the relationship between Digital Literacy and Entrepreneurial Intention because students who believe that their abilities can be developed through continuous learning and experience are more likely to utilize digital information as a resource for acquiring entrepreneurial knowledge and skills. Rather than merely accessing information, these students actively transform digital resources into practical insights for identifying business opportunities, developing marketing strategies, and enhancing business competencies. Although the descriptive analysis indicates that students' Growth Mindset is at a moderate level, they generally believe that entrepreneurial abilities can be improved through learning and actively seek educational resources to strengthen their competencies. This learning orientation amplifies the benefits of Digital Literacy, making its influence on Entrepreneurial Intention stronger among students with higher Growth Mindset (Burnette *et al.*, 2020). These findings are also consistent with the Theory of Planned Behavior (Ajzen, 1991), which suggests that individuals who believe they can continuously improve their capabilities are more likely to perceive entrepreneurship as achievable, thereby strengthening the positive effect of Digital Literacy on Entrepreneurial Intention.

Growth Mindset Moderates the Effect of Social Media Use on Entrepreneurial Intention

Growth Mindset does not significantly moderate the relationship between Social Media Use and Entrepreneurial Intention, indicating that the positive influence of social media on students' entrepreneurial intention occurs regardless of their level of Growth Mindset. Social media provides broad and easy access to entrepreneurial information, business opportunities, marketing strategies, and successful entrepreneurial experiences that can be utilized by all students. Consequently, its benefits in fostering entrepreneurial knowledge, inspiration, and confidence are accessible to both students with high and low Growth Mindset. Although the descriptive analysis shows that Social Media Use is at a moderate level, with promotional activities representing the highest-rated indicator, these activities can be performed by any social media user without requiring a strong Growth Mindset. Therefore, the effect of Social Media Use on Entrepreneurial Intention remains consistent across different levels of Growth Mindset, explaining why Growth Mindset does not strengthen or weaken this relationship. This finding also aligns with the Theory of Planned Behavior (Ajzen, 1991), which suggests that exposure to entrepreneurial information through social media can foster positive attitudes toward entrepreneurship independently of students' beliefs about the development of their abilities.

CONCLUSION

This study found that Digital Literacy and Social Media Use positively and significantly influence Entrepreneurial Intention among university students. Furthermore, Growth Mindset strengthens the positive effect of Digital Literacy on Entrepreneurial Intention but does not significantly moderate the relationship between Social Media Use and Entrepreneurial Intention. These findings highlight the importance of enhancing students' digital competencies, effective social media use, and a growth mindset to foster entrepreneurial intention, thereby contributing to Sustainable Development Goal (SDG) 8, Decent Work and Economic Growth, particularly by supporting entrepreneurship, innovation, and youth employment. These findings support the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB) in explaining the importance of digital technology use and a growth mindset in fostering an interest in entrepreneurship. In practical terms, the research results provide insights for higher education institutions to strengthen digital literacy, promote the productive use of social media, and foster a growth mindset through learning and entrepreneurship activities. This study has limitations because data collection was conducted online, involved respondents from a single academic program, and relied on respondents' perceptions; therefore, the study's findings are limited in their generalizability. Consequently, future research is recommended to broaden the scope of the study and develop a model by incorporating additional variables, such as entrepreneurial resilience, opportunity recognition, digital entrepreneurial competence, artificial intelligence literacy, or technology readiness, in order to gain a more comprehensive understanding of the factors that influence students' interest in entrepreneurship.

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