

The Effect of Entrepreneurship Learning and Digital Marketing Literacy on Online Business Readiness with Self-Confidence as a Mediation Variable (Study on SMK Students Department of TKJ in Bojonegoro)

Jazuli^{1*}, Nasikh², Agus Hermawan³

Faculty of Economics and Business, Universitas Negeri Malang

Corresponding Author: Jazuli jazuli.2304158@students.um.ac.id

ARTICLE INFO

Keywords: Entrepreneurship Learning, Digital Marketing Literacy, Self-Confidence, Online Business Readiness

Received : 10, January

Revised : 25, January

Accepted: 26, February

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ABSTRACT

This study aims to determine the role of self-confidence and analyze the impact of business education and digital marketing knowledge on online business planning among young people who are learning to work. The sample used is SEM-PLS analysis with a sample of 226 students who take business courses and have mobile devices from the National Vocational School in Bojonegoro District. The findings show that digital marketing knowledge has direct and indirect effects and has a significant impact on online business planning. Business education also helps students develop online business plans. The recommendation of this study is that schools should develop entrepreneurship and digital education and provide more education to make students confident in facing online business in the digital age.

INTRODUCTION

In today's digital age, online marketing has become a global phenomenon that has changed the world of business. The development of information technology and the internet has made it possible for anyone to start an online business from anywhere in the world at low cost (Maula et al., 2023; Amelia Setyawati, Suganga, et al., 2023; Wardana et al., 2023). This phenomenon creates new opportunities for business and enables entrepreneurs to compete effectively in the global market. Boyonegoro has also experienced growth in the use of internet access and information technology at the local level.

However, there is still a gap in the use of this technology, especially in universities where undergraduate students in TKJ are working. Especially in vocational high schools in the country, especially in TKJ, even if there is adequate internet infrastructure, appropriate entrepreneurship education teachers and trainers, and even if there is a headquarters or Industry 4.0 and sufficient skills, most students fail to understand the potential of entrepreneurship. entrepreneurship. education. According to the study area, Boyonegoro represents a region that is experiencing rapid economic growth but still has the potential to improve its readiness to visit online businesses.

Ideally, TKJ students at Boyonegoro National Vocational High School should have a deep understanding of business and digital marketing and confidence in future online businesses. By understanding these, students will be better prepared to start an online business. Online business readiness can be defined as the combination of knowledge, skills, and attitudes students need to be successful in the digital business environment (A Setyawati li et al., 2022; Wardana et al., 2023). This includes understanding basic business concepts, digital marketing skills, and the use of online technologies to establish, support, and manage an online business. Additionally, online business planning includes the ability to overcome challenges that arise in online businesses such as intense competition, changing markets, and cybersecurity risks (Juwairia et al., 2023; Setiawan et al., 2022; Wicaksono Ardiansyah et al., 2023). Positive characteristics such as self-confidence, dedication, and creativity are also important components of online business planning because they help students face and respond to challenges. Change with changes and updates (Maula et al., 2019; Sulistyowati et al., 2021) Wardana et al., 2020). With this preparation, students can play an important role in the digital economy as independent entrepreneurs or professionals in related sectors and contribute to the development of the economy locally and internationally. plays an important role (Barba-Sánchez and Atienza-Sahuquillo, 2020; Febrianto et al., 2021; Purbasari et al., 2021; Steffens and Omarova, 2019). Through this study, students not only gain a deeper understanding of business concepts, but also develop important business skills. Students learn how to identify opportunities, plan strategies, and manage risks in the changing online business environment. Students can adapt and adjust with business knowledge (Aulia, 2021; Detlor and Julien, 2020; Kusumadewi and Sulistyowati, 2022). Digital Marketing Literacy provides students with several benefits that are relevant to the needs in

today's online marketing world. This reading can provide you with a deeper understanding of online marketing strategies such as SEO, SEM, and social media, which are essential for promoting your business in the digital world (Jones-Jang et al., 2021; Patil et al., 2021; Patil et al., 2021). As a result, students can develop skills in the use of various digital tools and platforms used in online marketing, such as Google Analytics and Facebook Ads, and online sales sites such as shopping, Tokopedia, and blibli allow students to optimize and review their business. . performance.

Based on the above explanation, the researcher will explain the research of this study. First, more in-depth research is still needed to understand the relationship between business education, digital marketing knowledge and online business planning students and how both of them are related. The interactions are especially relevant to online marketing plans. Second, the role of self-confidence as a variable in the relationship between business education, digital marketing knowledge and online business planning still needs further research. Third, there is a need to develop an assessment tool to measure the purpose of students' online business preparation. First, this study emphasizes the importance of combining business education with digital marketing knowledge to prepare students for online business. This approach not only provides a good understanding of establishing and managing an online business, but also provides insight into effective digital marketing strategies. Secondly, this study considers self-efficacy as an important mediating variable in explaining the relationship between business education, digital business knowledge and online business planning students. This approach provides a deeper understanding of how self-efficacy affects the use of knowledge and skills in online marketing. Thirdly, this study focuses on the background of Bojonegoro and the characteristics of SMK students studying at TKJ. Therefore, this study can provide a deeper understanding of the factors that affect students' online business plans in specific contexts such as technology and developing relationships.

Based on the above information and new technology, the urgency of this study is to prepare TKJ SMK students, especially SMK students in the province, to cope with the challenges of online business in the future. By understanding the factors that affect students' online business planning, effective learning strategies can be developed to improve their online business establishment skills and self-confidence.

LITERATURE REVIEW

Grand Theory UTAUT Unified Theory of Acceptance and Use of Technology

UTAUT integrated recognition and technology theory is one of the new technology models developed by Venkatesh et al. (2003). UTAUT takes into account the performance characteristics of eight well-known technologies. The eight theories included in UTAUT are: Theory of Reasoned Action (TRA) by Ajzen & Fishbein, (1980), Technology Acceptance Model (TAM) by Davis et al. (1989), Motivation Model (MM) by Davis et al. (1992), Theory of Planned Behavior (TPB) (Ajzen, 1985, 1989), TAM and TPB together (Chau & Hu, 2002), PC Usage Model (MPCU) by Thompson et al. (1991), Innovation Diffusion

Theory (IDT) by Rogers (1995) and Social Cognitive Theory (SCT) by Bandura (1989). UTAUT proved to be better in explaining about 70% of the user variables than the other eight theories. Venkatesh et al. (2003) later found four main factors that play an important role as direct determinants of behavior and implementation behavior such as performance quality expectations, social expectations and support. There are also four moderator variables that affect the effect of the four elements on behavior and character: gender, age, voluntary use and knowledge. Acceptance of artifactual design. (2012). This model explains the acceptance of technology use better with the acceptance of desired usage behavior increasing from 56% to 74% and acceptance of usage behavior increasing from 40% to 52% (Venkatesh et al., 2012). The model in this study is used to explain how technology use of East Java MSME business participants is affected by efficiency, reliability of interaction accuracy, social, background conditions, value, hedonic motives and (Angelovska & Pulevska Ivanovska, 2019; Simicevic et al., 2013; Technology, 2014; Venkatesh, 2022; Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) is a follow-up study of the 2012 UTAUT model, but hedonic motivations, value and behavior mwm were added to UTAUT2 during the transition period, Venkatesh et al. (2003) The voluntary use was removed in UTAUT2.

Entrepreneurial Learning

Business education is an important part of financial education. In short, business education is a part of business study and its research focuses on business behaviors such as personal behavior when dealing with customers, management skills, understanding opportunities, motivation, passion and never giving up (Agarwal et al. ., 2020 ; This type of learning and learning is not business education but also supports many factors that affect these emotions such as knowledge, emotions, motivation, behavior, emotions and entrepreneurial skills (Hägg and Gabrielsson, 2020; Machali et al., 2021). Entrepreneurship education includes all teaching methods aimed at shaping the program or the educational process for students' entrepreneurship and skills.

Digital Marketing Literacy

The application of digitalization in businesses will provide many benefits for the success of the business and will provide many conveniences to the business such as easy access to information, expansion of contact and communication. Digital literacy is not “the ability to use new technologies, learn to use new tools, or even use these tools and technologies for the purpose of learning (Kitsios and Kamariotou, 2021; Ukko et al., 2019). According to (Ryan and Jones, 2019), digital literacy is a highly adaptable ability that allows people to use technological skills and explore a wide range of information found on the Internet (K. T. Smith, 2011);) emphasizes that digital literacy is the ability to understand and use a variety of information from digital devices in various environments effectively and efficiently. According to (Zhu, 2019), digital literacy is the ability to use information and communication technology (ICT) to discover, evaluate, use, create and communicate content or documents that contain wisdom, justice, relationships, emotions and skills or knowledge. In

later research (da Silveira et al., 2021; Ritz et al., 2019; Ryan & Jones, 2019), it is clear that digital literacy can also be explained as personal interest, attitude, and ability to use technology and technologies.

Self-Efficacy

This type of self-confidence is a social experience based on the belief that each person can accomplish a task. This theory was first put forward by Bandura in his work Purwanto (2016: 107) as a study explaining the concept of self-efficacy. According to Hidayat (2011: 156), self-confidence is a person's self-assessment of their abilities to organize, create and complete the tasks required to achieve a desired goal. Self-confidence forms the basis of human motivation, personal satisfaction and happiness. Ghufroon and Risnawati (2014: 74) define self-confidence as the belief of each individual in their ability to develop their own motivation, develop skills and perform the necessary actions to achieve success as the situation requires. Each person's self-confidence will be different depending on the level of the following three dimensions :

This dimension is related to the level or level of the given task; for example, a person who is used to completing high tasks will find it easier to complete low tasks and vice versa. Confidence develops as the level of activity is performed frequently. This dimension also affects the choice of behavior because the person will know the limits of his/her ability to solve the problem or work. Strength of belief (Power)

This dimension is related to the previous dimension and affects the level of division of labor, if the task is difficult, then the confidence to complete the task will be low. The great thing about this strength of belief is that each person has confidence in his/her own ability to solve problems. Weak faith is easily tempted by things that will cause them to fail, and vice versa. Generality Individuals on this dimension can gain confidence in their abilities by evaluating their ability to perform an activity in certain situations. This body is the body where you feel most confident in your abilities.

Online Business Readiness

Online commerce is a business method that conducts buying and selling business through electronic communication devices or communication. Buyers do not need to go to the store to see and buy the products they want, they just order the products according to their preferences over the internet. . and after exchanging the money, the product will be sent to the home from the online store (da Silveira et al., 2021; Kandpal and Mehrotra, 2019; Lestari and Saifuddin, 2020; Sopiyan, 2022). Saura, (2021) said that online business is the third party that will bridge the gap between two participants who buy and sell things online. More effective. As research develops, online shopping has become another way to buy things, as the Internet can undoubtedly be classified as a new thing in shopping. Oliya, (2021); Kurdi et al., (2022); Verma (2018) said that current networks are designed in terms of coverage, efficiency, security and ubiquity. Therefore, the emergence of online business can be a good solution to run a tech business like Facebook, Instagram, Shopee, Lazada, OLX, Bukalapak, etc.

METHODOLOGY

This study is a multi-method study to describe and analyze the impact of variables. The method used is descriptive translation. Descriptive research is a description or explanation of the research object in the study and explains how the interaction between the predictor variable and the process variable is affected by the influencing variables. Indonesia uses Google Forms to distribute surveys online. The study period was conducted for a period of two months from November to December 2024 to collect response data.

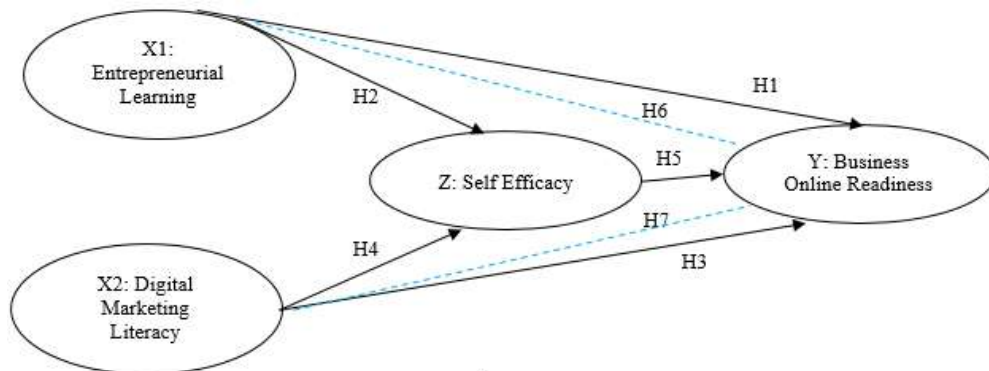


Figure 1. Conceptual Framework

The subjects of this study are 547 students in total, 11th and 12th grades of TKJ National Vocational High School in Bojonegoro District. (2013) developed a model using proportional stratified random sampling. The samples used in this study are: (1) business/handicraft students, (2) students with standard mobile phone/laptop. According to the theory and sample and sample size, it is known that the sample size of this study is 226 samples. The analysis tool used is SEM PLS analysis with the help of Smart PLS software.

RESEARCH RESULT

Descriptive Statistical Analysis Based on Respondents

Classification features are explored through classification questions. The gender distribution is dominated by males with 153 frequency and females with 73 frequency. Most of the respondents are 18 years old and the distribution goes up to 68%. Also, the majority of male parents work as private sector employees and this rate is 44%. Most of the respondents are in the 11th grade (60%).

Results of PLS-SEM Data Analysis

This study used SEM-PLS to evaluate the simultaneous relationships among business education (X1), digital marketing knowledge (X2), self-confidence (Z), and planning to do business online (Y). The steps of SEM-PLS analysis are based on the method developed by Chin (1999) and Hair et al. (2013, 2020) include: (1) evaluation of the measurement model (external model).

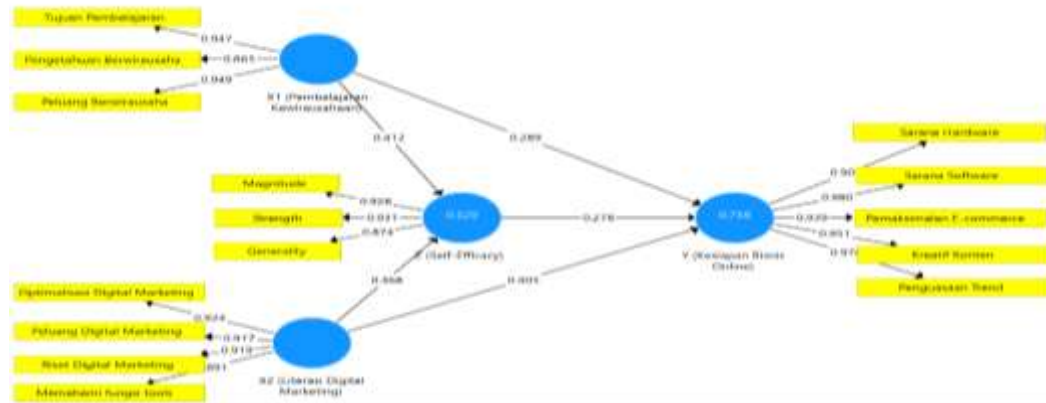


Figure 2. Hypothesis Analysis

Outer Model Evaluation

The test model, also known as the external standard, is designed to measure the validity and reliability of the model. The evaluation of the test model is done by evaluating the convergent, discriminant and similar validity.

Table 1. Outer Model Evaluation Entrepreneurship learning

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
EL1	So far I have been following entrepreneurship education to be able to develop my business.	0.841	0.910	0.930	0.690
EL2	So far, the theories I have learned in Entrepreneurship Education are in accordance with reality.	0.817			
EL3	I have a business from my own experience/self-taught	0.811			
EL4	So far I can analyze the risks.	0.814			
EL5	With the provision of entrepreneurship learning, I can read business opportunities more widely	0.835			
EL6	With Entrepreneurship Education I can understand Market Needs	0.864			

Table 1 shows that the Cronbach alpha (a) value of business learning variable (X1) is 0.910 > 0.70 and its reliability (CR) is 0.930 > 0.70, which means it meets the confidence assessment (Chin, 1998;, 2010) et al. , 2013). Table 1 also shows that the average variance extracted (AVE) of business learning variables (X1) is 0.690 > 0.5, which means it meets the convergent validity (Chin, 1998; Chin, 2010; Hair, et al., 2013). Figure 2 shows the convergent validity, discriminant validity and reliability results of digital marketing knowledge transfer (X2).

Table 2. Evaluation Outer Model Digital Marketing Literacy

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
DML1	So far I have marketed my business using more than two social media marketing applications.	0.868			
DML2	So far I have marketed my business using more than two e-commerce applications.	0.830			
DML3	So far I can analyze competitors using social media marketing / e-commerce	0.833			
DML4	I have a business idea without capital	0.729	0.940	0.951	0.707
DML5	So far I have known about market research for best-selling products/market research through digital marketing.	0.899			
DLM6	So far I have known about research	0.821			
DLM7	So far I have been able to do content writing targeting SEO (Search Engineering Optimization) targets.	0.887			
DLM8	So far I can create content on social media	0.847			

Based on the convergent validity test using SmartPLS 3.0 software, 8 indicators of the Digital Marketing Literacy variable (X2) were obtained with loading factors in the range of 0.729-0.899 > 0.70. Thus, referring to the opinions of Chin (1998), Chin (2010) and Hair, et al. (2013), the 8 indicators in the Digital Marketing Literacy variable (X2) meet convergent validity.

Table 3 below shows the values of convergent validity, discriminant validity, and composite reliability of the Self-Confidence variable (Z).

Table 3. Evaluation Outer Model Self-Efficacy

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
SE1	I am confident that I can determine the right type of business.	0.862			
SE2	I am confident that I can manage the finances of the business I run.	0.813	0.907	0.928	0.684
SE3	I consider the failures I experienced as	0.876			

	learning	
SE4	I get more excited when I see other people succeed.	0.883
SE5	I am confident that I can be consistent in running my business.	0.713
SE6	I try to evaluate every job I do	0.804

Table 4 below shows the values of convergent validity, discriminant validity, and composite reliability of the Online Business Readiness variable (Y).

Table 4. Evaluation Outer Model Business Online Readiness

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
BOR1	I already have a laptop/PC that supports my online business.	0.803	0.972	0.975	0.767
BOR2	I have a cellphone that supports online business	0.909			
BOR3	My business environment supports telecommunication/wifi signals for online activities	0.861			
BOR4	I have an active business-specific cellphone number	0.901			
BOR5	I have an active business email	0.889			
BOR6	I subscribe to a paid website domain in doing online marketing	0.822			
BOR7	In running a business, I usually use more than two e-commerce applications to do online marketing	0.918			
BOR8	In running a business, I usually use more than three social media marketing applications to do online marketing	0.881			
BOR9	I usually am active every day in doing online marketing	0.862			
BOR10	I can plan logistics facilities and delivery solutions	0.833			
BOR11	I can understand the development of trend traffic in social media marketing and e-commerce	0.919			
BOR12	In my business, the payment system is done digitally, not conventionally	0.901			

In addition to using the above methods for conflict analysis, this study also referred to the model developed by Fornell-Larscher (1988). Table 4 shows the results of the negative test according to the Fornell-Larscher model. According to Table 4, it can be seen that the Fornell-Larcker standard value of each design for the variables of business education (X1), digital marketing knowledge (X2), self-confidence (Z) and online business planning (Y) is greater than the correlation with other variables, which means that these variables can be distinguished (Fornell, 1988; Chin, 2009; Hair et al., 2013).

Table 5. *Discriminant Validity* Fornell-Larscher

	Entrepreneurship learning	Digital Marketing Literacy	Business Online Readiness	Self Efficacy
Entrepreneurship learning	0.831			
Digital Marketing Literacy	0.744	0.841		
Business Online Readiness	0.771	0.807	0.876	
Self Efficacy	0.690	0.683	0.758	0.827

In this study, the model developed by Fornell-Larscher (1988) as well as Henseler et al. (2014) tested discrimination. According to Table 4.16, the heterosexual-monosexual ratio (HTMT) of each variable is <0.90. Therefore, it can be concluded that the difference between business education (X1), digital marketing knowledge (X2), self-confidence (Z) and online business planning (Y) is discriminatory.

Table 6. *Discriminant Validity Heterotrait-Monotrait (HTMT) Ratio*

	Entrepreneurship learning	Digital Marketing Literacy	Business Online Readiness	Self Efficacy
Entrepreneurship learning				
Digital Marketing Literacy	0.802			
Business Online Readiness	0.803	0.893		
Self Efficacy	0.747	0.728	0.790	

Evaluasi Model Struktural (Inner Model)

After evaluating the standard or external standard, the researcher evaluates the internal standard, also known as the evaluation of the standard model. Hair and other things. (2013, 2020) proposed a five-step process to test the model (in the model), which includes: (1) Convergence test; 2) R-Square or R2 level measurement; 4) Evaluating the impact estimate for the 2nd quarter. (Z) and online business planning (Y).

Table 7. *Variance Inflation Factor (VIF)*

	Entrepreneurship learning	Digital Marketing Literacy	Business Online Readiness	Self Efficacy

Entrepreneurship learning	2.604	2.241
Digital Marketing Literacy	2.555	2.241
Business Online Readiness		
Self Efficacy	2.178	

This study tests the R-squared or R² level to see if each endogenous latent variable has predictive power for the model. In short, the R² value represents the strength of predictive accuracy (Hair et al., 2013).) See table 8 below:

Table 8. R- Square (R²)

Variable	R Square
Business Online Readiness	0.757
Self Efficacy	0.541

According to Table 8, the R² value of the online business plan (Y) variable is 0.757, which means that 75.7% of the online business plan (Y) variable is taught by business education (X1), digital. Business knowledge (X2) and confidence (Z) variables are good predictors. The remaining 24.3% are affected by other variables that are not part of this study. In addition, the R² value of the self-confidence (Z) variable is 0.541, which means that 54.1% of the self-confidence (Z) can be explained by business education (X1) and digital marketing knowledge (X2). a strong level of prediction. To determine the effect index/effect size (f²) results, the rule of thumb developed by Hair et al. (2013) and Chin (1998), where the values of 0.02, 0.15 and 0.35 represent small, medium and large effects, respectively. The full results of the parameter size (f²) for each possible predictor variable are shown in Table 9 below:

Table 9. F-Square Evaluation

	Entrepreneurship learning	Digital Marketing Literacy	Business Online Readiness	Self Efficacy
Entrepreneurship learning			0.106	0.162
Digital Marketing Literacy			0.269	0.140
Business Online Readiness				
Self Efficacy			0.170	

The study also conducted tests on Q² to assess the quality of observations and indicators produced by the model. A Q² value of > 0 (zero) indicates that the model has a correct prediction. A Q² value of < 0 indicates

that the model has no predictive value. The example used in this study is as follows:

$$Q2 = 1 - (1 - R2).$$

$$Q2 = 1 - (1 - R12) (1 - R22)$$

$$Q2 = 1 - (1 - 0.757) (1 - 0.541)$$

$$Q2 = 0.888 > 0$$

The test results showed that the second quartile significance of the variables business creativity (X1), business management (X2), business excitement (Z) and business strategy (Y) is greater than 0, indicating that this model exists. estimated correlation values. Hypothesis testing The research was conducted by t or t-test (t-score should be > 1.645) and the p-value (probability) should be less than (<) 0.050. The research proposal can be accepted if the data processing results meet the requirements. We will consider the evaluation of the research hypotheses step by step as the hypotheses are put forward. This study presents seven hypotheses, which will be discussed in the next section.

Table 10. Hypothesis Analysis Result

Direct Effect	T Statistics	t-value Sobel Test	P Values
Entrepreneurship Learning > Business Online Readiness	3.731		0.000
Entrepreneurship Readiness > Self Efficacy	4.933		0.000
Digital Marketing Literacy > Business Online Readiness	4.331		0.000
Digital Marketing Literacy > Self Efficacy	4.305		0.000
Self Efficacy > Business Online Readiness	3.750		0.000
Indirect Effect			
Entrepreneurship Learning -> Self Efficacy -> Business Online Readiness		2.952	0.003
Digital Marketing Literacy -> Self Efficacy -> Business Online Readiness		2.720	0.007

DISCUSSION

The Influence of Entrepreneurship Learning (X1) on Online Business Readiness (Y)

The first hypothesis of this study is that business education (X1) has a positive and positive effect on online business planning (Y). The complete data is shown in Table 10. The value of the effect of business education (X1) on online business planning (Y) is 3.731 > 1.645 and the p value is 0.000 < 0.050. It can be seen that the first hypothesis of this study is established. This means that business education (X1) is very useful and is beneficial to online business planning (Y) in the test. Show that learning digital business improves students' skills. However, students received the lowest leadership skills during the two school years. By studying entrepreneurship, students not only develop their skills, but also their character and prepare for the future (Almahry et al., 2019;

Maula et al., 2019; Prabhu, 2019). Through this study, students have the opportunity to develop business skills such as creativity, innovation, problem solving, and healthy risk taking. Students are invited to think creatively, find new ideas, and prepare ideas to bring their business ideas to life.

The Influence of Entrepreneurship Learning (X1) on Self Efficacy (Z)

The second hypothesis of this study is that business education (X1) has a positive and favorable effect on self-confidence (Z). All data are shown in Table 10. The value of the effect of business education (X1) on self-confidence (Z) is $4.933 > 1.645$, and the p-value is $0.000 < 0.050$. It is seen that the second hypothesis of this study is established. This means that market research (X1) has a positive and favorable effect on self-confidence (Z). This will give students confidence in determining the right job. By understanding the needs of the business, students will be able to identify the right business and create the right strategy to meet those needs. By understanding the needs of the market, students will be able to identify unmet business opportunities. They will be able to identify gaps in the market that can be filled with new products or services. A good understanding of business needs will enable students to create products or services that meet customer needs. This will increase the chances of their business being successful. Understanding the needs of the market helps students develop effective business strategies. Students can increase sales by focusing on the right customers.

The Influence of Digital Marketing Literacy (X2) on Online Business Readiness (Y)

The third hypothesis of this study is that digital marketing knowledge (X2) has a positive and positive effect on online business planning (Y). The data processing results show in Table 10 that the t-value of the effect of digital marketing knowledge (X2) on online business planning (Y) is $4.331 > 1.645$, and the p-value is $0.000 < 0.050$. Therefore, the third hypothesis of this study is established. This means that digital marketing analysis (X2) is useful and helpful for online marketing experiments (Y). . This helps businesses attract customers who are most likely to like their products or services, thereby improving the effectiveness of online advertising. In addition, through social media platforms, businesses can interact directly with customers, which helps build relationships and adjust business strategy by better understanding people's interests and needs. Using social media platforms, businesses can learn about the latest trends and adjust their strategies accordingly. Additionally, social media allows customers to provide direct feedback and feedback, which can provide insight into what is working and what needs to be improved, and help develop better products and services.

The Influence of Digital Marketing Literacy (X2) on Self-Efficacy (Z)

The fourth hypothesis of this study is that digital marketing knowledge (X2) has a positive effect on self-confidence (Z). The data processing results show in Table 10 that the effect of digital marketing knowledge (X2) on self-

confidence (Z) has a t-value of $4.305 > 1.645$ and a p-value of $0.000 < 0.050$. It can be said that all four hypotheses of this study are accepted. This means that statistically, digital marketing knowledge (X2) has a positive and positive effect on self-confidence test (Z). / Marketing Conduct business research on digital marketing. This will give students the confidence to persist in work and evaluate their efforts in each task. The ability to conduct market research helps students understand trends, consumer preferences, and business needs so they can make better, more accurate decisions about the products or services they will provide. Through business research, students can discover unique business opportunities and create products or services that meet market needs, thereby increasing students' confidence in success.

The Influence of Self-Confidence (Z) on Online Business Readiness (Y)

The fifth hypothesis of this study is that self-confidence (Z) has a positive and positive effect on online business planning (Y). The data processing results show in Table 10 that the t-value of the effect of self-confidence (Z) on online business planning (Y) is $3.750 > 1.645$, and the p-value is $0.000 < 0.050$. It can be seen that the fifth hypothesis of this study is established. This means that in the test, self-confidence (Z) has a positive and positive effect on online business planning (Y). Treat failure as an education. This will encourage students to prepare for online business. It works to build reputation and customer trust. Students can build a stable and reliable online business by constantly trying and not giving up easily.

Indirect Influence of Entrepreneurship Learning (X1) Through Self-Confidence (Z) On Online Business Readiness (Y)

The eighth proposition of this research is that business education (X1) has a positive and significant direct effect on online business planning (Y) through self-confidence (Z). The results of testing the direct effect of business education (X1) on online business planning (Y) through self-confidence (Z) show that the Sobel test value in Table 10 is $2.952 > 1.645$ and the Sobel test probability is 0.003. It is less than 0.050 ($p < 0.050$). It is seen that the sixth hypothesis of this research is established. This means that business education (X1) has a positive and significant direct effect on online business planning (Y) through self-confidence (Z). Business education. Business education can improve students' self-confidence by providing them with the necessary knowledge and skills. When students feel capable and confident in their abilities, their self-confidence increases. High self-confidence encourages students to be better prepared to run an online business. Strong self-confidence makes them willing to take risks, take more risks in competition, and be more creative in finding solutions. Therefore, business education directly affects online business planning by increasing self-confidence. Students who are confident will be more prepared and motivated to build a successful online business.

Indirect Influence of Digital Marketing Literacy (X2) Through Self-Confidence (Z) On Online Business Readiness (Y)

The seventh proposition of this study states that digital marketing knowledge (X2) has a positive and direct effect on online business planning (Y) through self-confidence (Z). The results of testing the direct effect of digital marketing knowledge (X2) on online business planning (Y) through self-confidence (Z) show that the Sobel test value in Table 10 is $2.720 > 1.645$, and the Sobel test probability is 0.007 less than 0.050 ($p < 0.050$). It is seen that seven ideas are developed in this research. This means that digital marketing knowledge (X2) is very useful and directly related to self-confidence (Z) and online marketing plan (Y) tested. Students become more competent and self-confident in using digital marketing tools and techniques, their self-confidence increases. High self-confidence encourages students to be well prepared to run an online business. Strong self-confidence makes them willing to take risks, take more risks in competition, and be more creative in finding solutions. Therefore, digital marketing knowledge directly affects online business planning by increasing self-confidence. Students with high self-confidence will be more prepared and motivated to start a successful online business..

CONCLUSIONS AND RECOMMENDATIONS

Based on the research and discussion in the previous section, the following conclusions can be drawn: Entrepreneurship Education (X1) is very useful and beneficial for online business planning pressure (Y). The higher the business education (X1), the higher the online business plan (Y). Digital marketing knowledge (X2) is useful and important for online marketing planning (Y). The higher the digital marketing awareness (X2), the higher the online marketing plan (Y). Business education (X1) has a positive and positive effect on self-confidence (Z). The higher the business education (X1), the higher the self-confidence (Z). Digital marketing knowledge (X2) has a positive and positive effect on self-confidence (Z). The higher the digital marketing knowledge (X2), the higher the self-confidence (Z). Self-confidence (Z) has a positive and positive effect on online business planning (Y). The higher the self-confidence (Z), the higher the online business planning (Y). Business education (X1) has the advantage and importance of online business planning (Y) through self-confidence (Z). The higher the level of business education (X1), the higher the online business plan (Y) obtained from self-confidence (Z). Digital marketing knowledge (X2) is useful and important in online marketing planning (Y) through confidence (Z). The higher the digital marketing awareness (X2), the higher the online marketing plan (Y) and confidence (Z).

ADVANCED RESEARCH

Based on the explanation of the above results and implications, the researcher can make the following recommendations: Technical education, especially the National Vocational High School in Boyonegoro, TKJ, can support project-based learning such as making digital products managed online. provide technology-based stores or services. Entrepreneurs should use low capital and digital developments such as dropshipping, affiliate marketing, freelancing, etc. The researchers decided to work on practical strategies that will help people, especially students, gain self-confidence and sustain a sustainable

business. Further research can be conducted on these findings through in-depth research on the characteristics of business education, digital marketing knowledge, and self-confidence in online business planning.

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