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Analysis of the Relationship Between Digital Literacy and Entrepreneurship Education on Entrepreneurial Readiness: the Role of Self-Efficacy in Vocational High School Students in Lumajang Regency in the Digital Era

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A B S T R A C T

This study aims to analyze the influence of digital literacy and entrepreneurship education on the entrepreneurial readiness of SMKS students in Lumajang Regency, with self-efficacy as a mediating variable. The theories used in this study are the Theory of Planned Behavior and Social Cognitive Theory. The research method is quantitative descriptive with an explanatory approach, involving 208 respondents from five SMKS. Data were collected through online questionnaires and analyzed using Smart PLS. The results showed that digital literacy and entrepreneurship education positively affect self-efficacy, which in turn increases students' entrepreneurial readiness. These findings emphasize the importance of developing digital literacy and entrepreneurship education in building positive attitudes and entrepreneurial readiness among students and providing recommendations for further research with additional variables and broader subjects.

INTRODUCTION

The problem of unemployment rates in developing countries, one of which is Indonesia, is a never-ending discussion. In addition to the significant increase in Indonesia's population growth from year to year (Khairunisa & Sabaria, 2023), this unemployment is caused by the gap between the number of graduates produced each year by various academic institutions, which exceeds the number of jobs created (Global et al., 2020), as well as the mismatch of skills and knowledge possessed by individuals themselves with existing jobs (Royyan & Pahlevi, 2022). Several studies argue that entrepreneurship is an alternative to overcoming the problem of a lack of jobs (Cueto et al., 2015; Adeniyi et al., 2022; Hermawan et al., 2022).

Based on the Central Statistics Agency (BPS) (2023) in Indonesia, 7.86 million people are unemployed. One group of unemployed is vocational high school graduates who have entered the workforce age and are looking for work. The Open Unemployment Rate (TPT) is dominated by students who graduated from Vocational High Schools (SMK) with the highest percentage compared to graduates of other levels of education, which is 9.31% (Saptono et al., 2020). Entrepreneurship is currently in the spotlight in every country because a country can be said to be advanced if its economy is stable. According to the Ministry of State Secretariat of the Republic of Indonesia (2021), the country must have at least 4% of the population to become a developed country. However, the entrepreneurship rate in Indonesia has only reached 3.47%, as updated in November 2023.

Global economic competition is currently developing using technology-based businesses. So, the demand for workforce qualifications in the work sector has transformed with digital skills, a vital requirement for business sustainability, worker livelihoods, and economic growth (Reddy et al., 2023). Therefore, digital literacy is needed to provide more information to understand and know about digital today. The digital economy, a growing business trend, results from the explosive growth of the information technology industry (Aulia et al., 2021). For capital to become an entrepreneur today, it must learn about business and a culture of digital literacy (Margaret et al., 2023). The culture of digital literacy makes someone more responsive to new opportunities. Therefore, digital literacy significantly impacts someone in encouraging entrepreneurial readiness. Digital literacy can be developed through learning, which is a means of transferring knowledge.

In Indonesia, digital literacy is a necessity for the education sector. (Sumiati & Wijonarko, 2020). However, digital literacy still needs to improve in economics. It is usually taught in technology campaigns, closely related to initiatives to combat reality bias, internet fraud, hoaxes, and gadget addiction (Anggresta et al., 2022). In addition to learning about digital literacy, entrepreneurship education can develop entrepreneurial readiness. However, the facts on the ground to date say that the education system in Indonesia is still considered lacking. Even though entrepreneurial practices have been carried out, vocational high school graduates still choose to work rather than create jobs (Hasmiah et al., 2021; Adeniyi, 2023). Several studies have shown that

entrepreneurship education has an insignificant positive impact on entrepreneurship (Barba-Sanchez & Atienze-Sahuquillo, 2017).

Readiness is a condition that encourages a person to react with all their competencies (Darmasetiawan, 2019). One of the factors that help increase self-readiness in entrepreneurship is an entrepreneurial attitude or developing social cognitive theory (Oyeku, 2014; Renaningtyas, 2021). Efficacy is needed because it is believed to increase self-confidence and belief in success in entrepreneurship, along with the ability to increase a person's readiness to do business. According to Adeniyi (2023), entrepreneurial self-efficacy has been described as a precursor to entrepreneurial action.

Lumajang Regency has experienced much development in digital entrepreneurship after the COVID-19 pandemic in 2020. Although many have held training and seminars on digitalization through digital marketing, many people and young generations still have the opportunity to become entrepreneurs who need in-depth knowledge regarding entrepreneurship and digitalization (Darmawan et al., 2022). In addition, unemployment in Lumajang Regency is still relatively high, which means that many vocational high school graduates do not have jobs; this is due to the lack of available job opportunities and the lack of support to start new businesses in Lumajang Regency (Zunaedy et al., 2021).

The urgency of this study is to see the phenomenon of the current high number of unemployed and the small number of entrepreneurs in Indonesia who can create jobs; of course, this condition is expected to be overcome (Lubada et al., 2021) through training in entrepreneurial readiness and since the increase in studies on entrepreneurship there is a lack of empirical evidence examining how entrepreneurship education prepares students to become entrepreneurs (Saptono et al., 2020). Meanwhile, the novelty of this study is that it can contribute to the existing literature regarding the determining factors that influence individuals in establishing new businesses using six digital literacies and entrepreneurship education, where there has not been much research that has raised this issue among Vocational High School (SMK) students.

LITERATURE REVIEW

Theory of Planned Behavior (TPB)

One of the widely known psychological theories that explain individual intentions is the theory of planned behavior (TPB). Ajzen (1991) proposed this concept and defined intention as "a person's readiness to perform a certain behavior." According to this definition, intention and readiness can be considered synonymous. Following TPB, entrepreneurial intention can be defined as the intention to initiate and engage in entrepreneurial behavior (Paul et al., 2017) and also represents the effort a person will make to perform the entrepreneurial behavior (Linan & Chen, 2009). Entrepreneurial readiness is based on the theory of planned behavior (TPB), better known as the theory of planned behavior, which is a cognitive representation of an individual's readiness to perform a specific behavior and is considered a determining factor of behavior. This theory can explain an individual's behavior in entrepreneurship (Normalasari, 2023).

Digital Literacy

Paul Gilster (1997) is a pioneer who popularized digital literacy in his book "Digital Literacy," where he stated that digital literacy is a person's ability to understand and use information in various forms and various sources that are broadly accessed through computer devices. Meanwhile, according to Supriyanto and Hirmawan (2024), digital literacy consists of essential technical skills to operate the internet and computer gadgets. In addition, there is more understanding, thinking critically, assessing digital media, and creating information for communication. Digital literacy refers to using information and data obtained through digital technology for business purposes and customer value (Na & Lee, 2022; Hyunseung & Chankoo, 2024). Through the previous definitions of experts from year to year, it can be concluded that digital literacy is a person's ability to understand, run, and create information or technology so that they can operate digital technology and process data correctly.

The indicators used for digital literacy use Paul Gilster's theory, which has been adapted by Nasionalita (2020) and also used by Mutiah (2022), which consists of 4 items: 1) Searching on the internet; 2) Hypertext direction guide; 3) Evaluation of information content; and 4) Compilation of knowledge.

Entrepreneurship Education

The importance of entrepreneurship is increasing worldwide, and entrepreneurial activity has become one of the main components of employment growth in almost every country. Therefore, currently, the government provides support to young people who are studying by providing awareness and knowledge of entrepreneurship through entrepreneurship education that is already in the curriculum in Indonesia (Ismail et al., 2009; Yousaf et al., 2021; Hermawan et al., 2022). Unlike general education, entrepreneurship education develops explicitly a person's attitude and competence toward entrepreneurship (Boahemaah et al., 2021). Entrepreneurship education is a process that equips entrepreneurs with the potential and skills to help them identify opportunities, allocate resources, and ultimately build business ventures (Yousaf et al., 2021).

Through the background of entrepreneurship education and definitions according to experts, it is concluded that entrepreneurship education is an activity to improve abilities and skills and change a person's mindset for a better future by increasing creativity and critical thinking so that they can see opportunities and create innovations. Entrepreneurship education indicators use the measurements of Mensah-Williams & Derera (2023); there are two indicators: entrepreneurial attitudes and entrepreneurial skills and knowledge.

Self-Efficacy

If people only experience easy success, they will expect quick results and be easily discouraged by setbacks and failures. Resilient self-efficacy requires experience in overcoming obstacles through persistent effort (Graham, 2022). Students with high self-efficacy have excellent mathematical critical thinking skills in analyzing, identifying problems, connecting concepts, and solving and evaluating given problems (Prajono, 2022).

According to Senemoğlu (2018), self-efficacy is an individual's assessment and belief about how successful the person is in overcoming complex problems and situations in the future that he or she may face. Meanwhile, according to Choi and Song (2020), self-efficacy refers to an individual's belief in their skills to carry out the actions needed to achieve results successfully. Bandura's (1997) self-efficacy theory is widely used by many researchers, who reveal that self-efficacy is a personal assessment of a person's ability to do something to carry out a series of actions needed to achieve the desired results. Through the explanation above, it can be concluded that self-efficacy is a person's belief in their ability to overcome existing problems and their skills in dealing with a situation to achieve a goal. Bandura has stated three indicators of self-efficacy: 1) Magnitude, 2) Generality, and 3) Strength.

Readiness for Entrepreneurship

Entrepreneurship is the ability to do business independently without relying on others and facing difficult trials (Hendrayanti & Fauziyanti, 2021). Readiness for entrepreneurship represents an individual's perception, attitude, and belief towards entrepreneurship (Kumar et al., 2021). In the journal Hidayat et al. (2019), readiness is a change in a person's condition that makes him ready, capable, and sufficient to carry out learning activities in terms of physical, psychological, and material readiness to provide provisions. According to previous experts, through the definition of entrepreneurship, this study concludes that readiness for entrepreneurship is a condition where a person has a sense of readiness, willingness, and ability to accept the risks and problems that he will face in entrepreneurship. A person's readiness to become an entrepreneur is highly dependent on three main factors: command of business ideas, support, encouragement to start a new business, and sources of financing for the business (Kumar et al., 2021). Entrepreneurial readiness will help individuals to have better career opportunities.

According to Meredith in Lubis's research (2020), indicators for someone to have entrepreneurial readiness include 1) having business skills, 2) daring to take risks, 3) being confident, and 4) being future oriented.

METHODOLOGY

This study will use quantitative research with a descriptive, explanatory approach to finding the relationship between influences. The variables to be tested in this study are independent variables, namely digital literacy (X1) and entrepreneurship education (X2), and mediating variables, namely self-efficacy (Z) and entrepreneurial readiness (Y) as dependent variables. The research design is presented in the following figure:

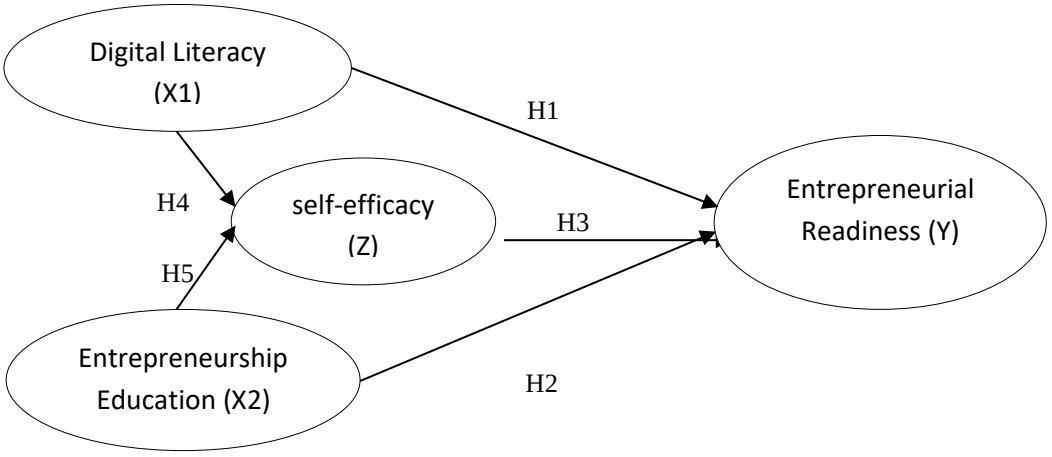

Figure 1. Conceptual Framework

The location of this research was East Java, precisely in Lumajang Regency, in five Private Vocational High Schools (SMKS). The population used in this study were SMKS students throughout Lumajang Regency. The number of SMKS that will be used in this study is five schools with Computer Network Engineering (TKJ), Fashion Design (TABUS), Motorcycle Engineering, and Business (TBSM) majors using grade XI students who have taken entrepreneurship subjects.

The sampling technique used is non-probability sampling. It is a sampling technique that does not provide equal opportunities or chances for each element or member of the population to be selected as a sample (Sugiyono, 2016). Sampling using purposive sampling. The sample criteria used in this study are (1) students who are actively enrolled in SMK Pembangunan, SMK Darunnajah, SMK Muhammadiyah Jatiroto, SMK Asy-Syifa, and SMK Miftahul Islam, (2) students who have received entrepreneurship or creative entrepreneurial product learning (PKWU), (3) students registered as majors in TKJ, TABUS, and TBSM (4) active students registered in class XI.

Based on sample calculations using a tool called the Raosoft sample size calculator with a margin of error of 5%, the number of samples used in this study was 208 people. The research instrument used in this study was a non-test, namely a questionnaire distributed online using Google Forms. The questionnaire form in this study is closed because alternative answers are already available. In data analysis techniques, researchers use Smart PLS as software to process data. There are three stages that need to be done: (1) outer model test, (2) inner model test, and (3) hypothesis test.

RESEARCH RESULT

Descriptive Statistical Analysis Based on Respondent Characteristics

Descriptive analysis is used to explore the frequency and variation of respondents' answers to questions related to digital literacy, entrepreneurship education, self-efficacy, and entrepreneurial readiness in the questionnaire. It was found that most respondents came from SMK Miftahul Islam, with a frequency of 89 respondents and a percentage of 43%. In addition, male respondents dominate with a frequency of 123 people and a percentage of 59%. Most respondents are 18 years old, with 76 respondents having a 50% percentage. While most respondents' majors are Computer and Network Engineering (TKJ), as many as 80 respondents have a percentage of 38%.

Descriptive Statistical Analysis Based on Research Variables

The descriptive analysis technique of this research variable is in the form of a distribution of frequency descriptions of each indicator in each variable completely using a Likert scale. The digital literacy variable has an average value of 4.15 with a high category, while the entrepreneurship education variable has an overall average of 4.21 with a very high category. Self-efficacy has an overall average value on its statement items of 4.24 with a very high category, and the entrepreneurial readiness variable has an overall average value of 4.13 with a high category.

SEM PLS Analysis Results

The SEM-PLS analysis steps refer to the procedures developed by Hair et al. (2022), which include (1) Evaluation of the Measurement Model (outer model), (2) Evaluation of the Structural Model (inner model), (3) Goodness Of Fit, and (4) Hypothesis Testing.

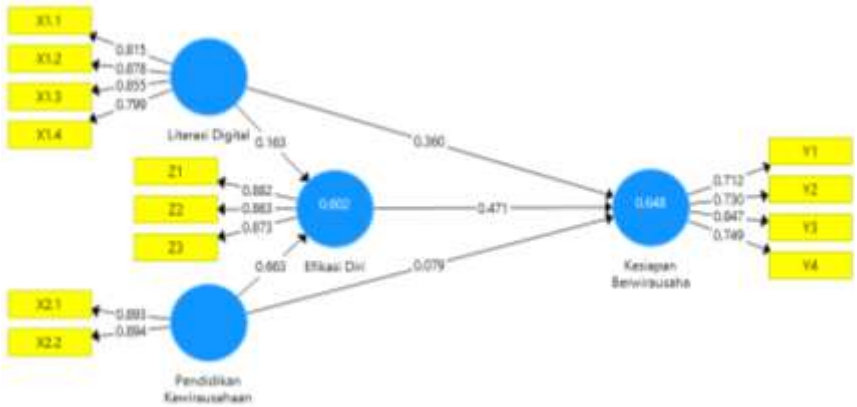

Figure 2. Hypothesis Result Analysis

Outer Model Test

Table 1. Outer Model Estimation

Construct	Item	Outer Loading	*a*	CR	AVE
Digital Literacy (DL)	DL1.1	0.815	0.858	0.903	0.701
	DL1.2	0.878			
	DL1.3	0.855			
	DL1.4	0.799			
Entrepreneurship Eduaction (EE)	EE1.1	0.893	0.746	0.888	0.798
	EE1.2	0.894			
Self-Efficacy (SE)	SE1.1	0.882	0.843	0.905	0.761
	SE1.2	0.863			
	SE1.3	0.873			
Entrepreneurial Readiness (KB)	ER1.1	0.712	0.756	0.846	0.579
	ER1.2	0.730			
	ER2.1	0.847			
	ER2.2	0.749			

The loading factor value for each construct indicator shows the results of the concurrent validity test of the reflection indicator with the SmartPLS application. Generally, this study uses a loading factor> 0.70, but for the initial measurement experience, the values of 0.5 and 0.6 are still acceptable and said to be quite adequate (Hair et al., 2019). In addition, AVE (average variance extracted) must be at least half. Convergent validity is not met if AVE is below 0.5. Table 1 shows that all variables have loading factors, according to the theory referred to, and can measure the statement indicator items so they can be valid. This validates these indicators.

Table 2. Discriminant Validity

Variable	Digital Literacy (X1)	Entrepreneurship Education (X2)	Self-Efficacy (Z)	Entrepreneurship Readiness (Y)
Digital Literacy (X1)	0.837		0.581	0.684
Entrepreneurship Education (X2)	0.632	0.893	0.765	0.667
Self-Efficacy (Z)			0.873	
Entrepreneurship Readiness (Y)			0.741	0.761

Table 2 shows that the discriminant validity results referring to the Fornell-Larscher criteria show that the variables Digital Literacy (X1), Entrepreneurship Education (X2), Self-Efficacy (Z), and Entrepreneurial Readiness (Y) meet the specified discriminant validity.

Inner Model Test

The PLS-SEM reliability test with SmartPLS can be done in two ways: (1) by looking at the composite reliability (CR) value > 0.70. and (2) by looking at Cronbach's Alpha (α) value, where for confirmatory research, the α value > 0.70.

Table 3. R-Square Analysis Results

	R-Square
Self-Efficacy	0.602
Entrepreneurship Readiness	0.648

The results of data processing of the determination coefficient using SmartPLS presented in Table 3 above show that the value obtained by each variable is almost close to the value of 1. The diversity of entrepreneurial readiness variables as variable Y can be explained by the digital literacy variables (X1) and Entrepreneurship Education (X2) of 64.8%; in other words, digital literacy and entrepreneurship education have a contribution of 64.8% to entrepreneurial readiness, while the remaining 35.2% is a contribution from other variables outside of this research study.

Meanwhile, the coefficient of determination value of the self-efficacy variable as variable Z can be explained by the digital literacy (X1) and entrepreneurship education (X2) variables, which contribute 60.2% to self-efficacy. In other words, the digital literacy and entrepreneurship education variables contribute 60.2% to self-efficacy, and the remaining 39.8% is a contribution from other variables outside this study.

Tabel 4. Matrix F-Square

	Digital Literacy	Entrepreneurship Education	Self-Efficacy	Entrepreneurship Readiness
Digital Literacy			0.040	0.212
Entrepreneurship Education			0.662	0.006
Self-Efficacy				0.250
Entrepreneurship Readiness				

Tabel 5. F-Square Result

Variable	F^2	Result
Digital Literacy (X1) > Self-Efficacy (Z)	0.040	Little influence
Entrepreneurship Education (X2) > Self-Efficacy (Z)	0.662	Big Influence
Self-Efficacy (Z) > Entrepreneurship Readiness (Y)	0.250	Big Influence
Digital Literacy (X1) > Entrepreneurship Readiness (Y)	0.212	Big Influence
Entrepreneurship Education (X2) > Entrepreneurship Readiness (Y)	0.006	Little influence

The results of the F-Square test Table 5 show that the F-Square test affects the test of each influence of the latent predictor variable (exogenous latent variable) on the structural model. Based on the table above in this study, it is known that the f-square value of digital literacy on self-efficacy is 0.040, indicating a small influence. In contrast, entrepreneurship education on self-efficacy has an f-square value of 0.662, which means a significant influence. Likewise, the f-square value of self-efficacy on entrepreneurial readiness is 0.250, indicating a considerable influence, and digital literacy on entrepreneurial readiness has an f-square value of 0.212, indicating a considerable influence. Still, the same thing does not happen in entrepreneurship education on entrepreneurial readiness, where the f-square value is 0.006, indicating a minor influence.

Goodness of fit is the third procedure that evaluates the measurement model (outer) and the structural model (inner). According to Hair et al. (2019), the study's criteria indicate that the model meets goodness of fit if the Cronbach's alpha (α) value is more than (>) 70, composite reliability / CR is more than (>) 0.70, and average variance extracted / AVE is more than (>) 0.50.

Tabel 6. GoF Evaluation Result

Variable	*a*	CR	AVE	Evaluation
Digital Literacy (X1)	0.858	0.903	0.701	Good/Fit
Entrepreneurship Education (X2)	0.746	0.888	0.798	Good/Fit
Self-Efficacy (Z)	0.843	0.905	0.761	Good/Fit
Entrepreneurship Readiness (Y)	0.756	0.846	0.579	Good/Fit

Hypothesis Result

Tabel 7. Hypothesis Result

	Variable	**Original Sample**	***T-Statistics***	***P-Values***	**Hypothesis**
H1	Digital Literacy (X1) > Entrepreneurship Readiness (Y)	0.436	4.323	0.000	Accepted
H2	Entrepreneurship Education (X2) > Entrepreneurship Readiness (Y)	0.391	4.411	0.000	Accepted
H3	Self-Efficacy (Z) > Entrepreneurship Readiness (Y)	0.471	4.418	0.000	Accepted
H4	Digital Literacy (X1) > Efikasi Diri (Z)	0.163	2.353	0.019	Accepted
H5	Entrepreneurship Education (X2) > Efikasi Diri (Z)	0.663	9.953	0.000	Accepted

H6	Digital Literacy (X1) > Self-Efficacy (Z) > Entrepreneurship Readiness (Y)	0.077	1.000	0.060	Rejected
H7	Entrepreneurship Education (X2) > Self-Efficacy (Z) > Entrepreneurship Readiness (Y)	0.312	4.350	0.000	Accepted

Table 7 shows that hypotheses 1, 2, 3, 4, 5, and 7 have p-values greater than the t-table (1.96) and p-values less than 0.05, so it can be said that the hypothesis is accepted (Ha) and rejected (H0). While hypothesis 6 has a t-statistic that is less than the requirement, namely 1.96, and a p-value of more than 0.05, it is stated that the third hypothesis is rejected or H0 is accepted.

DISCUSSION

Description of Research Variables

In this study, the description of the Digital Literacy variable is a person's ability to understand, run, and create information or technology to operate digital technology and process data correctly. After that, entrepreneurship education can be understood as an effort to improve abilities and skills and change a person's mindset for a better future by increasing creativity and critical thinking so that they can see opportunities and create innovation. At the same time, the self-efficacy variable is a person's belief in their ability to overcome existing problems and their skills in dealing with a situation to achieve a goal. Finally, entrepreneurial readiness can be understood as a condition where a person has a sense of readiness, willingness, and ability to accept the risks and problems they will face in entrepreneurship.

The description of the factors that can influence entrepreneurial readiness in SMK students throughout Lumajang Regency provided a general overview of the factors related to digital literacy, entrepreneurship education, self-efficacy, and entrepreneurial readiness variables.

Positive and Significant Influence of Digital Literacy on Entrepreneurial Readiness

Based on the results of Smart PLS data processing that have been presented in Chapter IV, it is known that the t-statistic on the influence of digital literacy on entrepreneurial readiness is 3,081 with a p-value of 0.002 which indicates that this hypothesis is accepted or has a significant effect, in addition, the original sample value owned is 0.391 meaning it has a positive impact. Students' understanding and knowledge related to digital will increase their readiness to start a business in students. The results of this first hypothesis study are supported by previous studies that have similar results, namely the research of Hasan et al. (2024), which states that digital-based business literacy can significantly and positively affect the entrepreneurial readiness of young people. The theory supporting this hypothesis's results is the theory of planned behavior,

which provides a solid conceptual framework for understanding how digital literacy can increase entrepreneurial readiness among students.

Positive and Significant Influence of Entrepreneurship Education on Readiness to Become an Entrepreneur

The t-statistic value for the influence of entrepreneurship education on entrepreneurial readiness is 4.411> 1.96, and the p-value is 0.000 <0.05. Besides, the original sample value owned is 0.391, consistent with the previous analysis. Entrepreneurship education has a positive and statistically significant effect on readiness to start a business. The characteristics of entrepreneurship education impact students' entrepreneurial readiness by this idea. The results of this hypothesis define that the entrepreneurship education learning provided by SMK Se Lumajang Regency is based on the curriculum vision and mission of SMK, namely to foster readiness both as workers and entrepreneurs. This is proven and reinforced by previous research by Rakićević et al. (2022), who stated that students who receive entrepreneurship education will have higher entrepreneurial readiness and express higher entrepreneurial intentions, abilities, and attractions. The results of this study are the Theory of Planned Behavior by Icek Ajzen (1991) and the Social Cognitive Theory by Albert Bandura (1997).

Positive and Significant Influence of Self-Efficacy on Readiness for Entrepreneurship

Based on the results of Smart PLS data processing that have been explained in the previous section, it is known that the t-statistic on the influence of self-efficacy on readiness for entrepreneurship is 4.418> 1.96, the original sample value is 0.471, and the p-value is 0.000> 0.05 looking at the results of data processing the values obtained are by the provisions or requirements of significance. Thus, the third hypothesis of this study can be stated as accepted and rejecting H0. This shows that self-efficacy can increase confidence and readiness in students to start a business. Through the results of the third hypothesis and the questionnaire survey that has been conducted, it can be concluded that the entrepreneurial character of vocational high school students in Lumajang Regency has begun to increase so that they have the confidence to start a business with self-confidence built through learning and direct practice related to entrepreneurship. Albert Bandura's social cognitive theory supports this research. This theory emphasizes that human behavior is influenced by the interaction between personal factors (such as self-confidence), behavior, and the environment. In addition, self-efficacy is the key to this theory.

Positive and Significant Influence of Digital Literacy on Self-Efficacy

Based on the results of Smart PLS data processing that have been explained in the previous section, it is known that the t-statistic on the influence of digital literacy on self-efficacy is 2,353, which means more than 1.96 and covers the conditions determined with a p-value of 0.019 meeting the given limit of 0.05, this indicates that this hypothesis is accepted or has a significant influence, in addition, the original sample value owned is 0.163, meaning it has a positive impact on self-efficacy. Therefore, self-efficacy is positively and significantly influenced by digital literacy. This conclusion is consistent with the research of Hassan et al. (2022) and Mulyati (2023), which shows that digital literacy significantly influences self-efficacy. One of the theories that supports the relationship between digital literacy and self-efficacy is Albert Bandura's Self-Efficacy Theory (1997). According to this idea, a person's actions can be influenced by their confidence in their abilities.

Positive and Significant Influence of Entrepreneurship Education on Self-Efficacy

Based on the results of Smart PLS data processing that have been presented in the previous chapter, it is known that the t-statistic on the influence of self-efficacy on entrepreneurial readiness is 9.953> 1.96, the original sample value is 0.663, and the p-value is 0.000> 0.05 seeing from the results of data processing the values obtained are by the provisions or requirements of significance. Thus, the third hypothesis of this study can be stated as accepted and rejecting H0. This means that entrepreneurship education provided by schools can help improve students' self-efficacy toward entrepreneurship. Entrepreneurship education provided in SMK Se Kabupaten Lumajang in creative products and entrepreneurship is determined in each department so that students can have character and knowledge related to entrepreneurship. This hypothesis aligns with and supports Albert Bandura's Self-Efficacy Theory (1997), which states that their views of their talents influence a person's behavior, effort, and persistence in achieving goals.

Positive and Significant Influence of Digital Literacy on Self-Efficacy

Based on the results of Smart PLS data processing that have been presented in the previous chapter, it is known that the t-statistic on the influence of digital literacy on entrepreneurial readiness through self-efficacy is 1,000, which means less than 1.96 and does not meet the specified significance requirements, with a p-value of 0.060 exceeding the given limit of 0.05, this indicates that this hypothesis is rejected or does not have a significant influence, in addition, the original sample value owned is 0.077, meaning it does not have a considerable impact. This is because the entrepreneurship learning conveyed to students using digital has yet to be accepted or understood, so it does not support students in building entrepreneurial readiness.

Self-efficacy, which refers to an individual's belief in their ability to succeed in a particular task, may need to be stronger to mediate the influence of digital literacy on entrepreneurial readiness. Research shows that although digital literacy can provide knowledge and skills, individuals need high self-confidence to take entrepreneurial steps (Fiorentina & Rindrayani, 2022). This means that although digital literacy has the potential to support entrepreneurial readiness, its success is highly dependent on other factors that influence self-efficacy and the individual's context.

Positive and Significant Influence of Digital Literacy on Self-Efficacy

Based on the results of Smart PLS data processing that have been presented in the previous chapter, it is known that the t-statistic on the influence of self-efficacy on entrepreneurial readiness is 4,350> 1.96, the original sample value is 0.312, and the p-value is 0.000 <0.05 looking at the results of data processing the values obtained are by the provisions or requirements of significance. Thus, the third hypothesis of this study can be stated as accepted and rejecting H0. This means that entrepreneurship education provided by schools can help and improve students' self-efficacy so that students are confident and have self-confidence as capital to open a business. The results of this study are the Theory of Planned Behavior by Icek Ajzen (1991) and the Social Cognitive Theory by Albert Bandura (1997). According to the Theory of Planned Behavior, attitudes perceived behavioral control, and subjective norms impact a person's intention and readiness to carry out a behavior. From the social cognitive theory, through learning, entrepreneurship education can provide experience and build students' confidence to build a business.

CONCLUSIONS

After examining the existing problem formulation and executing it through data collection and processing, several research results were analyzed. The following are the conclusions that can be drawn from this study.

1. each variable in this study describes that digital literacy is a person's ability to create and operate digital technology well, and entrepreneurship education is an effort to improve one's abilities and skills and change one's mindset. While self-efficacy is a person's belief in their ability to do something, entrepreneurial readiness is a condition where they have a sense of readiness, willingness, and ability to accept and start risks.
2. There is a significant and positive influence between digital literacy and entrepreneurial readiness.
3. Entrepreneurship education and entrepreneurial readiness have a significant and positive influence.
4. There is a significant influence between self-efficacy and entrepreneurial readiness.
5. There is a significant and positive influence between digital literacy and self-efficacy.
6. There is a significant influence between entrepreneurship education and self-efficacy.

7. There is no significant influence between digital literacy and entrepreneurial readiness through self-efficacy.
8. There is a significant influence between entrepreneurship education and entrepreneurial readiness through self-efficacy.

ADVANCED RESEARCH

The researcher's suggestions for further research and also for SMKS throughout Lumajang Regency:

1. For the leaders and staff of Vocational High Schools (SMK) throughout Lumajang Regency. An educator must participate in entrepreneurship training, seminars, and workshops; students must be required to attend entrepreneurship events and exhibitions as part of the academic activity program; and finally, there must be more resources to help students become more entrepreneurial.
2. To improve entrepreneurial readiness in students, it can be done by improving and building positive attitudes, increasing self-efficacy and student motivation. The method that can be taken by schools is to map entrepreneurship education, digital literacy, self-efficacy and entrepreneurial readiness.
3. For other researchers, development can be carried out by conducting research with a wider scope by adding other variables that can influence students' entrepreneurial intentions. For further research, it can expand the research subjects not limited to Vocational High School (SMK) students but also Senior High School (SMA) students who take entrepreneurship subjects, as well as expanding the supporting variables that can influence entrepreneurial readiness.

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