Journal of Office Administration: Education and Practice

Volume 5 Issue 2, pp.84-97 (2025)

Hompage: https://ejournal.unesa.ac.id/index.php/joa

Can Social Media, Digital Literacy, and Resilience influence Interest in Digital Entrepreneurship? Study on Students University

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ARTICLE INFO

Keywords:

Social Media, Digital Literacy, Resilience, Interest in Digital Entrepreneurship

Article History:

Received August 2, 2025
Revised August 19, 2025
Accepted August 25, 2025
Available online August 29, 2025

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ABSTRACT:

The digital era requires young people to be able to adapt to technological developments and emerging business opportunities. This study aims to analyze the influence of social media, digital literacy, and resilience on the interest in digital entrepreneurship among students at Surabaya State University. The research method used an associative quantitative approach with a sample of 225 students selected through proportional stratified random sampling. The research instrument was a Likert scale questionnaire that had been tested for validity and reliability. Data analysis was performed using multiple linear regression. The results showed that social media had a significant negative effect on interest in digital entrepreneurship, digital literacy had a significant positive effect, and resilience has a significant negative effect. Simultaneously, the three variables have a significant effect with a coefficient of determination. The implications of this study emphasize the importance of digital literacy in increasing interest in digital entrepreneurship, as well as the need for productive use of social media and an understanding of the appropriate role of resilience in career decision-making.

INTRODUCTION

The development of digital technology has brought major changes to almost all aspects of life, including the economic and entrepreneurial fields. Digitalization has opened up new

opportunities through technology-based business models that enable entrepreneurs to reach a wider market and increase efficiency. These changes have led to the emergence of a new form of entrepreneurship known as digital entrepreneurship, in which the younger generation plays an important role as the main driving force.

Although digital entrepreneurship opportunities are wide open, Indonesia still faces serious challenges related to employment. BPS data shows that the open unemployment rate in 2024 will reach 4.91%. The younger generation, including college graduates, is the most vulnerable group. The 2024 UNESA tracer study report reveals that some graduates are still unemployed or working in fields unrelated to their studies. This situation calls for alternative strategies to deal with job competition, one of which is through digital entrepreneurship.

Digital entrepreneurship offers time flexibility, capital efficiency, and opportunities to create new jobs. However, interest in entrepreneurship among students is not yet optimal. Most still prefer to seek formal employment, even though job opportunities are limited. This shows the need for efforts to increase student interest in choosing digital entrepreneurship as a solution to limited job opportunities.

Social media is one of the important factors in encouraging interest in digital entrepreneurship. Platforms such as YouTube, TikTok, Instagram, and Facebook not only serve as entertainment media, but have also developed into means of marketing, branding, and business communication. The proper use of social media allows students to build a business reputation, reach a wider range of consumers, and increase customer loyalty.

Digital literacy also plays a role in fostering interest in entrepreneurship. Digital literacy encompasses not only technical skills but also the critical ability to understand opportunities, risks, and digital market trends. Students with a high level of digital literacy will be better prepared to manage modern businesses, utilize e-commerce, and optimize data-driven marketing strategies.

Resilience is an internal factor that is no less important. Internal factors such as motivation and discipline play an important role in determining a person's success. In this study, this can be linked to the role of resilience and self-motivation of students in building interest in digital entrepreneurship (Puspasari & Muyassaroh, 2023). Resilience helps individuals remain resilient in the face of failure, uncertainty, and digital business risks. Resilient students tend to be more courageous in making decisions, learning from experience, and adapting to market dynamics. Thus, resilience becomes an essential psychological asset in building interest in digital entrepreneurship.

Theoretically, research on interest in digital entrepreneurship can be explained *through* the *Theory of Planned Behavior* (TPB) proposed by Ajzen (1991). This theory states that a person's intention to behave is influenced by three main factors, namely *attitude toward the behavior*, *subjective norm*, and *perceived behavioral control*. *Attitude* is reflected in an individual's positive assessment of digital business activities that are considered beneficial and provide added value. *Subjective norm* arises through social encouragement such as support from friends, lecturers, or public figures on social media that influence views on digital entrepreneurship. Meanwhile, *perceived behavioral control* relates to an individual's belief in their ability to manage and face challenges in running a digital business, which is reinforced by digital literacy and resilience.

Additionally, this study is also based on *Entrepreneurial Event Theory* (EET) proposed by Shapero and Sokol (1982). This theory highlights three main elements, namely *perceived desirability*, *perceived feasibility*, and *propensity to act*. Social media can play a role in shaping *perceived desirability* through exposure to success stories and attractive business opportunities. Digital literacy increases *perceived feasibility* because it provides the ability and confidence to run a technology-based business. Resilience can encourage *propensity to act* by strengthening the courage to take action despite facing risks and uncertainties in digital entrepreneurship.

Based on this background, a study on the influence of social media, digital literacy, and resilience on students' interest in digital entrepreneurship is highly relevant for further research. This study not only fills a gap in the literature but also provides practical implications for students, educational institutions, and the government in designing programs that can improve digital competence while shaping the entrepreneurial spirit of the younger generation in the digital era.

METHOD

This study uses a quantitative approach with an explanatory research type. The aim is to explain the cause-and-effect relationship between the independent variables, namely social media, digital literacy, and resilience, and the dependent variable, namely students' interest in digital entrepreneurship. This technique was chosen so that the hypothesis could be tested through objective and measurable statistical analysis. The research population consisted of all 515 students enrolled in the 2022 education study program at the Faculty of Economics and Business, Surabaya State University. The sample was determined using *proportional stratified random sampling* with the *Slovin* formula at a 5% error rate, resulting in 225 respondents. The

sample was selected proportionally from four study programs: Office Administration Education, Accounting Education, Business Education, and Economics Education.

Data collection was conducted using a survey method with a five-point Likert scale questionnaire (1 = strongly disagree to 5 = strongly agree). The instrument was developed based on indicators of social media, digital literacy, resilience, and interest in digital entrepreneurship. Before use, the instrument was tested for validity using the *Pearson Product Moment* correlation technique and reliability using *Cronbach's Alpha* to ensure its accuracy and consistency. The collected data was analyzed using the with the help of the IBM SPSS 26 program. The analyses used included descriptive analysis to describe the characteristics of the respondents, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and multiple linear regression analysis to test partial and simultaneous effects. The t-test was used to examine the partial effect of independent variables, the F-test was used to examine the simultaneous effect, while the coefficient of determination (R^2) was used to determine the contribution of independent variables to the dependent variable.

RESULTS AND DISCUSSIONS

The research data was obtained through an online questionnaire distributed to 225 students majoring in Economics Education at Surabaya State University in the 2022 academic year. The respondents consisted of students from four education study programs, namely Office Administration Education (37.7%), Accounting Education (21.8%), Business Education (20.9%), and Economics Education (19.6%), as presented in the table 1:

Table 1 Distribution of Research Sample

Category	Frequency	Percentage
Office Administration Education	85	37.7
Accounting Education	49	21.8
Business Education	47	20.9
Economics Education	44	19.6
Total	225	100

Validity Test

This test was conducted on 40 respondents outside the main population to determine the validity and reliability of each statement item. The validity test was conducted using the Pearson Product Moment correlation technique with the help of SPSS software. The assessment criteria were that if the sig. (2-tailed) value was < 0.05, the statement item could be declared valid, and conversely, if Sig. was ≥ 0.05, the item was invalid.

Table 2 Validity Test Results

No.	Item	Calculate r	r table	Decision
1	X1.1.1	0,686	0,312	Valid
2	X1.1.2	0,590	0,312	Valid
3	X1.2.1	0,572	0,312	Valid
4	X1.2.2	0,641	0,312	Valid
5	X1.3.1	0,714	0,312	Valid
6	X1.3.2	0,775	0,312	Valid
7	X1.4.1	0,698	0,312	Valid
8	X1.4.2	0,661	0,312	Valid
9	X2.1.1	0,545	0,312	Valid
10	X2.1.2	0,598	0,312	Valid
11	X2.1.3	0,592	0,312	Valid
12	X2.1.4	0,615	0,312	Valid
13	X2.2.1	0,545	0,312	Valid
14	X2.2.2	0,559	0,312	Valid
15	X2.3.1	0,754	0,312	Valid
16	X2.3.2	0,786	0,312	Valid
17	X2.4.1	0,725	0,312	Valid
18	X2.4.2	0,667	0,312	Valid
19	X3.1.1	0,655	0,312	Valid
20	X3.1.2	0,843	0,312	Valid
21	X3.2.1	0,739	0,312	Valid
22	X3.3.1	0,782	0,312	Valid
23	X3.4.1	0,661	0,312	Valid
24	X3.4.2	0,520	0,312	Valid
25	Y.1.1	0,625	0,312	Valid
26	Y.1.2	0,693	0,312	Valid
27	Y.2.1	0,729	0,312	Valid
28	Y.2.2	0,654	0,312	Valid
29	Y.3.1	0,720	0,312	Valid
30	Y.3.2	0,640	0,312	Valid
31	Y.4.1	0,688	0,312	Valid
32	Y.4.2	0,785	0,312	Valid

Based on Table 2, each statement has a significance value greater than 0.05, so the statement items can be declared valid.

Reliability Test

The reliability test in this study was conducted on statement items included in the valid category of the instrument, which consisted of 32 items. According to Ghozali (2018), the basis for decision-making using the Cronbach's Alpha method > 0.60.

Table 3 Reliability Test Results

Variable	Number of Item	Cronbach's Alpha	Decision
Social Media	8	0.820	Reliable
Digital Literacy	10	0.835	Reliable

Resilience	6	0,800	Reliable
Interest in Digital Entrepreneurrship	8	0.842	Reliable

Based on the table 3, the *Cronbach's Alpha* values for each variable are above 0.70, indicating that they can be considered reliable.

Normality Test

The normality test was conducted to determine whether the data was normally distributed or not (Sugiyono, 2013). In this study, the Kolmogorov-Smirnov method was used to test the normality of the data. The test criteria were that if the significance value (Asymp. Sig 2-tailed) was greater than 0.05, the residual data was declared normal, whereas if the significance value was less than 0.05, the residual data was not normally distributed.

Table 4. Normality Test Results

One Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
Asymp.Sig (2-tailed)	0,200

Based on the table 4, the normality test using the *Kologorov-Smirnov* method, the Asymp. Sig. (2-tailed) value is 0.200. This score is greater than the significance level of 0.05, which means that the residual data in this study is normally distributed.

Multicollinearity Test

According to Sugiyono (2013), the multicollinearity test aims to test whether there is correlation or inequality among the independent variables in the regression model, using the SPSS program to look at the correlation coefficient among the independent variables studied. Regression models that experience correlation between independent variables can be examined through the Tolerance Value, namely the Tolerance and Variance Inflation Factor (VIF) values. If the tolerance value shows VIF < 10 and Tolerance > 0.1, it means that there is no multicollinearity between the independent variables.

Table 5 Multicollinearity Test Results

Variable	Tolerance	VIF	Descision
Social Media	0.821	1.218	No multicollinearity
Digital Literacy	0.973	1.028	No multicollinearity
Resilience	0.840	1.190	No multicollinearity

The results of the multicollinearity test shown in the table above indicate that the social media variable has a *tolerance* value of 0.821 with a VIF of 1.218, the digital literacy variable has a *tolerance* value of 0.973 with a VIF of 1.028, and the resilience variable has a *tolerance*

value of 0.840 with a VIF of 1.190. All of these independent variables show tolerance values above 0.10 and VIF below 10, so it can be concluded that the regression model in this study is not affected by multicollinearity.

Heteroscedasticity Test

This test is conducted to identify whether the regression model has unequal variance (diversity) of error or residuals between observations in the regression model (Sugiyono, 2013). In this test, if the variance of the residuals between observations remains constant, it is called homoscedasticity. When heteroscedasticity or homoscedasticity occurs, the regression model can be said to be good.

Table 6 Heteroscedasticity Test Results

Variable	Sig. Level	Decision
Social Media	0.056	No heteroscedasticity
Digital Literacy	0.651	No heteroscedasticity
Resilience	0.296	No heteroscedasticity

Based on the results of the heteroscedasticity test shown in the table 6, it can be seen that the social media variable has a significance value of 0.056, the digital literacy variable 0.296, and the resilience variable 0.651, which means that all independent variables have a significance value above 0.05. The regression model does not exhibit heteroscedasticity.

Multiple Linear Regression

Multiple regression analysis is a test used to determine the magnitude of the simultaneous influence of independent variables on the dependent variable. Through multiple regression analysis, which consists of the t-test, F-test, and coefficient of determination, the multiple correlation index of the independent variables on the dependent variable can be identified (Indraswati et al., 2020).

Hypothesis Testing

Table 7 T-test Results (Partial)

Variable	Coefficient	T Value	Sig. Level
Social Media	-0.174	-8,955	0.001
Digital Literacy	0.122	5.956	0.001
Resilience	-0.324	-11.225	0.001

Based on the results of the analysis in the table above, the interpretation of the influence of independent variables on dependent variables is as follows: First, social media has a

significant negative effect on interest in digital entrepreneurship with a t- value of -8.955 and a significance of 0.001 (< 0.05). This means that every increase in social media use can significantly reduce interest in digital entrepreneurship. Thus, the null hypothesis is rejected and the first hypothesis is accepted with a negative effect. Second, digital literacy has a significant positive effect on interest in digital entrepreneurship with a t-value of 5.956 and a significance of 0.001. The higher the digital literacy of students, the more their interest in digital entrepreneurship will increase significantly. The null hypothesis is rejected and the second hypothesis is accepted with a positive direction of influence. Third, Resilience has a significant negative effect on interest in digital entrepreneurship with a t value of -11.225 and a significance of 0.001. This finding indicates that the higher the level of student resilience, the more their interest in digital entrepreneurship tends to decrease. Therefore, the null hypothesis is rejected and the third hypothesis is accepted with a negative direction of influence.

Then, the simultaneous test aims to determine the effect of all independent variables together on the dependent variable, and the test results are presented in the following table.

Table 8 F Test Results (Simultaneous)

Calculated F	Sig. Level	Decision
116.873	0.001	Simultaneously significant

Based on the results of the simultaneous F test shown in the table above, a calculated F value of 116.873 with a significance value of 0.001 was obtained. This significance value is less than 0.05. This means that the variables of social media, digital literacy, and resilience simultaneously have a significant effect on students' interest in digital entrepreneurship.

Coefficient of Determination (R^2)

The coefficient of determination is used to determine how well the independent variables explain the variation in the dependent variable, as shown in the table below.

Table 9 Coefficient of Determination (R^2) Results

R	R Square	Std. Error
0.783	0.613	1.748

The calculation results in the table above show an *R Square* value of 0.613, which is equivalent to 61.3%. This value shows relatively consistent results after adjustment for the number of independent variables and research samples. Thus, the regression model used can be said to be quite good in explaining the effect of independent variables on dependent variables.

Discussion

The results of this study indicate that social media, digital literacy, and resilience have a significant influence on the interest in digital entrepreneurship among students majoring in Economics Education at Surabaya State University. However, the direction and strength of the influence of each variable show interesting dynamics when linked to the context of education students who are the subjects of this study.

Social media essentially serves as a means of seeking information, networking, and expanding business opportunities (Park et al., 2017). However, the results of this study show that social media has a significant negative effect on students' interest in digital entrepreneurship. This indicates a tendency that increased use of social media has an opposite effect on students' interest in digital entrepreneurship. Based on the analysis results, the social media variable obtained a mean value of 3.46, which is in the moderate category, where the highest indicator is "the use of social media for customer service." These results indicate the assumption that students still tend to use social media not productively but rather for non-productive purposes. This is in line with the findings of Faizah et al. (2025) that social media use has a negative effect on the formation of entrepreneurial interest.

This condition can be explained through literature that states that social media use does not always produce positive effects on productive behavior. According to Verduyn et al. (2017), passive social media use, such as merely observing without interacting or creating, can reduce psychological well- being and give rise to *upward social comparison* that weakens self-confidence to act. In addition, *self- efficacy* is essential for a person to believe in what they can do (Hanim & Puspasari, 2021). Furthermore, Bano et al. (2019) also found that excessive use of social media can cause distraction, reduce focus, and decrease the intention to engage in activities that require long-term commitment, including entrepreneurship. These findings are in line with Sangadji et al. (2024), who stated that excessive use of social media can cause distraction and reduce productivity. This contrasts with the research by Harisandi et al. (2023), which found that social media can increase business opportunities. Thus, the results of this study provide another perspective on social media, which does not always have a positive effect and depends on the pattern of use. In relation to Shapero & Sokol's (1982) *Entrepreneurial Event Theory*, social media should increase *perceived desirability* (the attractiveness of entrepreneurship). For students majoring in education at FEB Unesa, social media is not necessarily the main trigger for entrepreneurial desire because, in some cases, it is more predominantly used for non-business activities (Faizah et al., 2025).

From the perspective *of the Theory of Planned Behavior (TPB)*, these findings indicate that exposure to social media is not sufficient to shape *attitudes toward behavior* (positive attitudes toward digital entrepreneurship). This may be because students' perceptions of social media are still limited to its social functions, rather than its economic or business functions. As a result, although social media can be a source of inspiration, it does not significantly increase confidence or positive attitudes toward digital entrepreneurship.

Digital literacy functions as an individual's ability to access, understand, evaluate, and utilize digital information wisely (Nasrullah, 2021). The results of this study indicate that digital literacy has a significant positive effect on students' interest in digital entrepreneurship. This shows a tendency that the higher the students' digital literacy, the higher their interest in developing digital entrepreneurship. These findings are indicated by the results of descriptive analysis, where the mean value of the digital literacy variable is 4.19, which is in the high category. The "digital security awareness" indicator is the highest, showing that students already have the ability to maintain personal data security while utilizing technology for productive activities.

This finding is in line with research emphasizing the importance of abilities and skills in fostering entrepreneurial motivation. This shows that improving digital literacy and practical skills can strengthen students' interest in digital entrepreneurship (Darmadani & Nikmah, 2025). With good digital literacy, students have the opportunity to have *perceived feasibility* (confidence in their ability to start a business) as described in *EET* (Shapero & Sokol, 1982). Within the *TPB* framework, these results can be interpreted as digital literacy strengthening *perceived behavioral control,* which is an individual's perception of their ability and control in carrying out digital entrepreneurial behavior. This indicates that adequate digital literacy can be a major driving factor in increasing interest in digital entrepreneurship (Mugiono et al., 2022).

Resilience is an individual's ability to bounce back from pressure, adapt to change, and remain optimistic in the face of challenges (Ruswahyuningsih & Afiatin, 2015). The results of this study indicate that resilience has a significant influence in the opposite direction on students' interest in digital entrepreneurship. This finding indicates that high levels of resilience among students in education study programs may be more dominant in academic or teaching aspects, leading to the assumption that their resilience has not yet leaned toward other fields such as interest in developing digital-based businesses, which is not very prominent (Özpolat, 2020).

The analysis results show that the mean value of the resilience indicator is 3.98, which is classified as high, with the "ability to cope with pressure" indicator ranking highest. Based on a study by Özpolat (2020), this condition may indicate that the nature of student resilience is likely to be more focused on efforts to cope with academic demands and readiness to become educators than to respond to risks and uncertainties in digital entrepreneurship. The finding that resilience has a negative effect on interest in digital entrepreneurship indicates a specific context among students majoring in education. According to Luthar et al. (2000), resilience is the ability to adapt to pressure, but it is contextual and domain- specific. This means that resilience formed in an academic context does not necessarily translate into resilience in facing business risks.

This finding differs from previous theories and research, such as Fahrani et al. (2023), which states that resilience supports the courage to take business risks. This condition is in line with the findings of Mahdiani & Ungar (2021), which explain that resilience does not necessarily always encourage the formation of entrepreneurial interest. It is possible that in cases like this, their psychological energy tends to be allocated to maintaining academic achievements that are in line with their main studies in the field of education, while exploration in other fields such as risky digital business opportunities becomes less prominent. From the perspective of Entrepreneurial Event Theory, this shows that propensity to act does not automatically arise from high resilience, but is influenced by value orientation and experience with risk (Zhao & Wibowo, 2021).

When viewed through the lens of the Theory of Planned Behavior, these results indicate that although high resilience can strengthen self-control and psychological resilience, it does not necessarily form subjective norms or perceived behavioral control that support digital entrepreneurship. Students with a strong academic orientation may consider that being an educator is a more desirable social norm than being a digital entrepreneur.

The F test results show that social media, digital literacy, and resilience simultaneously have a significant effect on interest in digital entrepreneurship with an R^2 value of 0.613, indicating that the three independent variables in this study are able to explain approximately 61.3% of the variation in interest in digital entrepreneurship. while the remaining 38.7% indicates other variations that may be influenced by factors outside the scope of this study. These findings reinforce the Entrepreneurial Event Theory framework, which states that entrepreneurial decisions are influenced by a combination of perceived desirability, perceived feasibility, and propensity to act (Shapero & Sokol, 1982). In the context of the Theory of

Planned Behavior, these results show that attitude toward the behavior, subjective norms, and perceived behavioral control work together to shape the intention to engage in digital entrepreneurship. The results of this study are also in line with the study by Wojujutari et al. (2024), which shows that personal and digital variables together influence entrepreneurial interest.

CONCLUSION

The results of this study indicate that social media, digital literacy, and resilience have a significant effect on the interest in digital entrepreneurship. Partially, social media has a significant negative effect on interest in digital entrepreneurship, while digital literacy has a significant positive effect. Resilience shows a significant negative effect on students' interest in digital entrepreneurship. Simultaneously, these three variables are able to explain 61.3% of the variation in digital entrepreneurship interest, while the rest is influenced by other factors outside the research model.

These findings are in line with the Theory of Planned Behavior (TPB) framework, which explains that entrepreneurial intention is influenced by three main factors, namely attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). In this study, digital literacy contributes to strengthening students' perceived behavioral control, social media plays a role in shaping attitudes toward digital entrepreneurial behavior, while resilience is related to self-control abilities that influence readiness to act in the face of business risks.

The results of this study also reinforce Entrepreneurial Event Theory (EET), which emphasizes the role of perceived desirability, perceived feasibility, and propensity to act (Shapero & Sokol, 1982) in the formation of entrepreneurial intention. These findings indicate that a combination of positive attitudes, behavioral control, and propensity to act are important determinants in fostering digital entrepreneurial interest among education students. Based on these results, it is recommended that universities integrate the strengthening of digital literacy and social media-based entrepreneurship training into academic activities to shape attitudes, social norms, and perceptions of behavioral control that support digital entrepreneurship interest in accordance with the TPB and EET frameworks.

ACKNOWLEDGEMENT

The author would also like to thank all lecturers and staff of the Office Administration Education Study Program, Faculty of Economics and Business, Surabaya State University, who

have provided support and facilities during the research. The author also thanks the students of the Education Study Program, Faculty of Economics and Business, Surabaya State University, class of 2022, who were willing to be respondents in this research. Finally, the author would like to express appreciation to family and colleagues for their moral support, motivation, and prayers throughout the research and writing process of this article.

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