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The Influence of Creativity and Digital Literacy on Entrepreneurial Interests in Generation Z Students

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Abstract

Purpose: This study aimed to examine the influence of creativity and digital literacy on entrepreneurial intentions among Generation Z students at Bandar Lampung University. This study investigates how these two factors contribute to fostering entrepreneurial intentions among university students.

Research Methodology: A quantitative survey was conducted with 97 respondents from Bandar Lampung University. The data were analyzed using multiple linear regression to assess the impact of creativity and digital literacy on entrepreneurial intention. This method allows for an understanding of the individual and combined effects of these variables on students' entrepreneurial intentions.

Results: The results indicate that both creativity and digital literacy positively and significantly affect entrepreneurial intention. This effect was observed both partially and simultaneously, suggesting that the enhancement of these two factors can contribute to the development of entrepreneurial intention among Generation Z students at Bandar Lampung University.

Conclusions: The findings highlight the importance of fostering creativity and digital literacy to encourage entrepreneurial intentions among university students.

Limitations: The study is limited by the relatively small sample size of 97 respondents, which may not fully represent the broader population of Gen Z students. Additionally, the study was conducted at a single university, which may limit the generalizability of the findings to other universities or regions. Further research with larger and more diverse samples could provide more robust insights.

Contributions: This study offers an integrated theoretical perspective on digital entrepreneurial intention by highlighting creativity and digital literacy as key factors shaping Generation Z students' entrepreneurial intentions.

Keywords: *Creativity, Digital Literacy, Entrepreneurial Intention*

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1. Introduction

In the current era of globalization and rapid technological advancement, managing and developing a company has become crucial in driving economic growth and job creation, especially for the younger generation. In the digital era, students are required to possess not only academic knowledge but also

adequate creativity and digital literacy to compete and innovate (Febriani, Swaramarinda, & Maulida, 2025; Liang, Chen, Hong, Li, & Han, 2025). Generation Z grew up and developed amidst the rapid advancement of digital technology. This generation is characterized by a high level of technological adaptability, creativity, and a tendency to utilize digital platforms for various activities, including entrepreneurship. However, this potential has not yet been fully realized by a strong interest in entrepreneurship among students (Manalu, Fikra, Pinayungan, Kartika, Simanjuntak, & Dewi, 2026; Sari, & Soelaiman, 2025; Sun, Lu, Guan, Lu, Zhai, & Liu, 2025; Yılmaz, & Gürün, 2024). In an era of globalization and increasing technological advancement, entrepreneurship has become a crucial skill for the workforce. Economic uncertainty and job market competition encourage individuals to be creative and innovative in seeking business opportunities. This is especially true given the current unemployment problem in Indonesia, with the education sector having the highest unemployment rate. Therefore, discussing entrepreneurial aspirations should be a priority for the government, educational institutions, industries, and the public. Universities must ensure that they produce quality students. They must be able to provide education that empowers students to develop an entrepreneurial mindset, encouraging them to start their own careers (Djulianti, Yohana, & Fadillah, 2023).

According to data from the Central Statistics Agency, the open unemployment rate among young people remains relatively high. This indicates that college graduates are still predominantly oriented as job seekers rather than job creators. However, students have significant opportunities to develop entrepreneurship based on creativity and digital literacy. However, various studies show that the level of Digital Literacy and Creativity of students is still not optimal (Liang et al., 2025; Putri, Ghaisani, & Repka, 2025; Sari, Rohmah, & Mursilah, 2025). However, in Indonesia, the level of Digital Literacy is still low due to infrastructure gaps, lack of digital education, and low awareness of digital ethics and security (Afrina, Zulaikha, & Jumila, 2024; Nurida, Effendi, & Ardheta, 2025). The development of the digital economy has spurred the emergence of new entrepreneurial opportunities, particularly among younger generations. Students, as part of Generation Z, have significant potential to develop businesses based on creativity and digital technology (Manalu et al., 2026; Rampen, Pangemanan, & Mandagi, 2023). However, this high level of opportunity has not been fully matched by optimal entrepreneurial interests. Some students still prefer to be job seekers rather than job creators. This situation indicates that students' entrepreneurial interest is influenced by various factors, including creativity and digital literacy (Lasmiatun, & Zulfikri, 2025; Pradana, Agustini, Dantes, & Sudatha, 2024). Creativity is needed to generate innovative business ideas, and digital literacy plays a crucial role in utilizing technology as a means of business development. Based on these conditions, this study is important to analyze the influence of "Creativity and Digital Literacy on Students' Interest in Entrepreneurship at the University of Bandar Lampung."

Bandar Lampung University students as part of Generation Z are faced with the challenge of being able to optimize Creativity and Digital Literacy as the main capital in entrepreneurship. This research is important to analyze the influence of "Creativity and Digital Literacy on the Entrepreneurial Interest of Generation Z Students at Bandar Lampung University." This study fills a critical research gap by examining the influence of creativity and digital literacy on entrepreneurial interest among Generation Z students at Bandar Lampung University, an area that has not been extensively explored in Indonesia. While previous research has highlighted the importance of these factors in fostering entrepreneurial intentions, few studies have specifically investigated how creativity and digital literacy interact to influence entrepreneurial interest among university students in developing countries such as Indonesia (Harsono, & Karlina, 2023; Khairunisa, & Sabaria, 2023). The originality of this research lies in its focus on Generation Z students, who possess a unique set of characteristics, including high technological adaptability and a propensity for digital entrepreneurship, but whose entrepreneurial potential has not been fully realized. By contributing empirical insights into the role of creativity and digital literacy in shaping entrepreneurial interest, this study offers valuable contributions to the literature, informing both academic research and policy-making aimed at nurturing entrepreneurship in higher education (Cai, & Ahmad, 2023; Coyanda, 2021; Khan, 2019).

2. Literature Review and Hypotheses Development

The concept of creativity is central to entrepreneurship, as it involves the ability to generate original, useful, and relevant ideas, solutions, and concepts (Lowery, 1982). Creativity is not limited to simply creating new things; it also encompasses the ability to think innovatively, enhance efficiency, and achieve goals (Okpara, 2007). In the entrepreneurial context, creativity is the foundation of innovation and value creation, which are essential for business success (Amabile, 2018). Individuals with higher creativity levels are more inclined to develop entrepreneurial interest, as creativity fuels innovation and opens up new business opportunities. Key indicators of creativity include fluency, the ability to produce numerous ideas; flexibility, the capacity to view problems from various perspectives; originality, the ability to create unique ideas; and elaboration, the development and refinement of ideas to make them more structured and detailed.

Digital literacy refers to an individual's ability to effectively and ethically use digital technology to assess, manage, and evaluate information in daily life (Gilster & Glister, 1997). As the digital economy rapidly evolves, digital literacy plays a critical role in business development, especially in the context of e-commerce and technological advancements (Bastomi, Hermawan, & Handayati, 2023; Cleopatra, Sahrazad, Widiyarto, & Suyana, 2024). Digital literacy includes functional skills, such as the ability to use technology efficiently, ethical considerations in using information technology, and the ability to critically evaluate and search for relevant information. Lastly, entrepreneurial interest refers to an individual's internal drive to start and manage a business, often driven by a desire to innovate, take risks, and achieve independence (Mishra, & Sharma, 2018; Saputra, Widarta, & Iswiyanto, 2024). Entrepreneurial interest can be assessed using indicators such as the desire to start a business, interest in entrepreneurial activities, confidence in one's abilities, and readiness to face risks (Permatasari, 2022). These three factors–creativity, digital literacy, and entrepreneurial interest–are interrelated and significantly influence an individual's inclination to pursue entrepreneurship.

Based on previous research, creativity and digital literacy have been shown to have a positive influence on entrepreneurial interest. However, there is a gap in the literature concerning studies on Generation Z students at Bandar Lampung University, which makes this study unique. This study aims to explore how creativity (X_1) and digital literacy (X_2) contribute to entrepreneurial interest (Y) among university students in Indonesia. While creativity helps generate innovative business ideas, digital literacy equips students with the necessary skills to implement these ideas using digital technologies. Thus, this study adds novelty to the field by focusing specifically on this demographic and its entrepreneurial potential. The conceptual framework for this study is based on theory and previous research, which suggests that creativity and digital literacy are critical in shaping entrepreneurial interest. Creativity is essential for idea generation and innovation, and digital literacy supports the practical application of these ideas in a digital world. The combination of creativity and digital literacy is expected to increase students' motivation and desire to become independent, self-sustaining entrepreneurs. By examining the interaction between these two factors, this study aims to provide valuable insights into fostering entrepreneurial interest among Generation Z students at Bandar Lampung University.

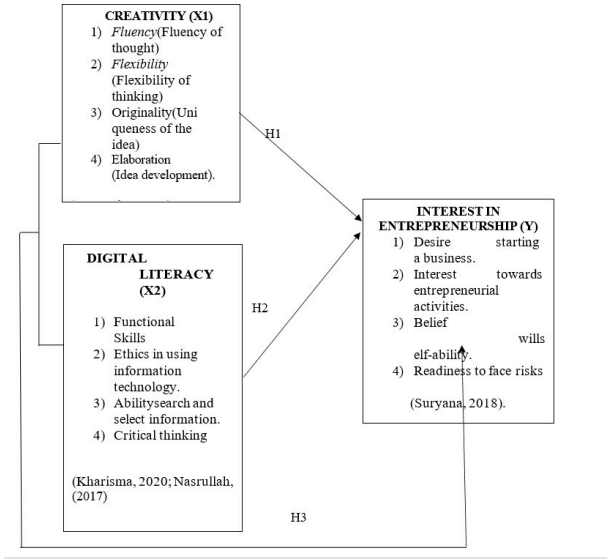


Figure 1. Framework of Thinking

Figure 1 shows on theoretical studies and previous research results that show a relationship between Creativity and Digital Literacy, and Interest in Entrepreneurship, the hypothesis in this study is formulated as follows:

H_1: Creativity has a positive and significant influence on the entrepreneurial interest of Generation Z students at Bandar Lampung University

H_1: Digital Literacy has a positive and significant effect on the Entrepreneurial Interest of Generation Z Students at Bandar Lampung University

H_3: Creativity and Digital Literacy simultaneously have a positive and significant influence on the Entrepreneurial Interest of Generation Z Students at Bandar Lampung University

3. Research Methodology

This study employs a quantitative research design with an explanatory approach, aimed at empirically measuring and explaining the influence of creativity (X_1) and digital literacy (X_2) on entrepreneurial interest (Y) among Generation Z students at Bandar Lampung University (Febriani et al., 2025). Data were collected using questionnaires and analyzed using multiple linear regression, a statistical technique suitable for determining the relationship between two independent variables (creativity and digital literacy) and one dependent variable (entrepreneurial interest). This method allowed for the assessment of the effects of creativity and digital literacy on entrepreneurial interest, both individually and in combination. SPSS software version 25 was used for data analysis, including tests for validity, reliability, and regression analysis to ensure accurate and reliable results (Creswell, 2014; Settanni, Heijungs, & Srai, 2023). The population of the study consisted of all active Generation Z students at Bandar Lampung University, defined as students born between 1997 and 2012, making the respondents' ages range from 18 to 25 years. Generation Z is known for its high adaptability to digital technology and strong creative thinking skills, particularly in digitally based fields. These students are also at a critical juncture in their career development, with many contemplating entrepreneurships as a future career path. To select the sample, the study used probability sampling, specifically simple random sampling, ensuring that each student had an equal chance of being selected. Using Slovin's formula, a sample size of 97 respondents was determined from a population of 3,147 students, with a 10% error tolerance.

Data were collected using a closed-ended questionnaire with a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), designed to measure creativity, digital literacy, and entrepreneurial interest. The survey was distributed both in person and online via Google Forms to ensure a broader reach. The questionnaire was pre-tested for validity (using the Corrected Item-Total Correlation) and reliability (using Cronbach alpha). The data collected from these questionnaires were processed and

analyzed using SPSS version 25 to perform validity and reliability tests, followed by multiple linear regression analysis. The questionnaire was structured into three sections: respondent demographics, statements about creativity (X_1), and statements regarding digital literacy (X_2) and entrepreneurial interest (Y). The data analysis techniques used in this study were performed to process and analyze the data obtained from the questionnaires distributed to students at Bandar Lampung University. The first stage of the analysis involved descriptive statistical analysis, which provided an overview of the characteristics of the respondents, including variables such as name, gender, faculty, study programme, and year. Additionally, this analysis calculated the mean, standard deviation, minimum, and maximum values for each research variable: creativity (X_1), digital literacy (X_2), and entrepreneurial interest (Y). To ensure the reliability and validity of the data, a validity test using the Pearson product-moment correlation was conducted, with items considered valid if their calculated r-value exceeded 0.199 at a significance level of 0.05. A reliability test was also conducted using Cronbach's alpha, with values above 0.60 indicating reliable instruments.

For the regression analysis, a series of classical assumption tests were conducted before proceeding with the multiple linear regression analysis. These included the normality test, conducted using the Kolmogorov-Smirnov test to assess whether the data followed a normal distribution, with the decision rule that data are considered normally distributed if the significance value is greater than 0.05. A multicollinearity test was used to check for correlations between independent variables, where a tolerance value greater than 0.10 and a VIF value less than 10 indicate no multicollinearity. A heteroscedasticity test was performed to determine whether the residual variance was constant, with values greater than 0.05 indicating no heteroscedasticity. Finally, multiple linear regression analysis was used to determine the influence of creativity (X_1) and digital literacy (X_2) on entrepreneurial interest (Y). Hypotheses testing was conducted using t-tests for partial effects and F-tests for simultaneous effects, with significance values of less than 0.05 indicating significant relationships. The coefficient of determination (R^2) was also measured to determine how well the independent variables explain the variation in entrepreneurial interest.

4. Results and Discussions

4.1 Respondent Overview

The respondents in this study amounted to 97 people who met the criteria as research respondents. They were dominated by women (69.1%), while male respondents (30.9%). Regarding the study program, the majority of respondents came from the Management study program (50.5%), followed by Law (16.5%), Informatics (6.2%), Business Administration (5.1%), Communication Science (5.1%), Accounting (5.2%), Civil Engineering (4.1%), Mechanical Engineering (4.1%), Architecture (2.1%), and Public Administration (1%). Based on the class, most respondents came from the Class of 2022 (56.7%), followed by the Class of 2024 (17.5%), Class of 2023 (16.5%), and Class of 2025 (9.3%).

4.2 Profile Respondents

The respondents of this study were 97 students from Bandar Lampung University who met the criteria for research respondents. Respondent characteristics were classified based on gender, study programme, and academic year. A descriptive analysis was used to provide an overview of the characteristics of the respondents involved in the study.

Table 1. Respondent characteristics respondent characteristics based on gender

Gender	Frequency (N)	Percentage (%)
Woman	67	69.1
Man	30	30.9

Based on Table 1, there were 67 female respondents (69.1%) and 30 male respondents (30.9%). This data indicates that female respondents outnumbered male respondents in the study on the influence of digital creativity and digital literacy.

Table 2. Characteristics of the study program batch you are currently studying

Study Program	Frequency (N)	Percentage (%)
Management	49	50.5
Accountancy	5	5.2
Public Administration	1	1
Business Administration	5	5.2
Informatics	6	6.2
Communication Studies	5	5.2
Law	16	2.1
Civil Engineering	4	4.1
Mechanical Engineering	4	4.1
Architect	2	2.1
Total	97	100
Civil Engineering	4	4.1

Based on Table 2, most of the respondents came from the Management Study Program, namely 49 students (50.5%). This dominance indicates that the Management Study Program has a strong connection with entrepreneurial interests, especially in creativity development and digital literacy use. Respondents from the Informatics Study Program numbered 6 students (6.2%), the Accounting, Business Administration, and Communication Studies Study Program numbered 5 students (5.2%), and the Civil Engineering Study Program numbered 4 students (4.1%). In addition, the Architecture Study Program was represented by two students (2.1%), Public Administration by one student (1%), and Law by 16 students (2.1%).

Table 3. Characteristics of respondents of the generation

Force	Frequency (N)	Percentage (%)
2022	55	56.7
2023	16	16.5
2024	17	17.5
2025	9	9.3
Total	97	100

Based on Table 3, the largest number of respondents came from the class of 2022, at 55 students (56.7%), indicating a predominance of students with more mature academic experiences. The respondents from the classes of 2023 and 2024 totaled 17 (17.5%) and 16 (16.5%), respectively. Meanwhile, the Class of 2025 consisted of nine students (9.3%).

Data quality testing in this study began with validity tests for the variables of creativity, digital literacy, and entrepreneurial interest. The results for all variables indicated that the questionnaire items were valid, as the calculated r-values exceeded the table r-value of 0.199 at a significance level of 0.05. For creativity (X_1), the r-values for all items ranged from 0.630–0.751, indicating strong validity. Similarly, for digital literacy (X_2), the r-values ranged from 0.553 to 0.741, and for entrepreneurial interest (Y), the r-values ranged from 0.629 to 0.804. Therefore, all items in the questionnaires for these variables were deemed valid based on these results. In addition to validity, a reliability test was conducted to assess the consistency of the measuring instruments. Using Cronbach alpha, all three variables creativity (X_1= 0.887), digital literacy (X_2= 0.863), and entrepreneurial interest (Y = 0.896) exceeded the threshold of 0.60, indicating that the instruments were reliable for further analysis. This high level of reliability suggests that the research instruments were consistent and suitable for measuring the variables in the study.

The descriptive analysis revealed the tendencies of respondents' responses to the research variables. For creativity, the average score was 40.36, with a standard deviation of 5.78, indicating a high and

relatively consistent level of creativity among the respondents. Similarly, the digital literacy variable had an average score of 42.13, with a standard deviation of 5.11, demonstrating a good level of digital literacy among the respondents. Entrepreneurial interest showed an average score of 42.16, with a standard deviation of 5.81, indicating that the respondents displayed a strong entrepreneurial interest. The normality test using the Kolmogorov-Smirnov test initially indicated that the residual data were not normally distributed, with a significance value of 0.013. However, using the Monte Carlo method for medium to large sample sizes, the results showed that the data were normally distributed (significance value of 0.244), confirming that the normality assumption was met, and the regression model could be used for further analysis. The multicollinearity test confirmed no multicollinearity issues, as the tolerance values for both creativity and digital literacy were greater than 0.10, and the VIF values were below 10.

Finally, multiple linear regression analysis revealed that both creativity (X_1) and digital literacy (X_2) had positive and significant effects on entrepreneurial interest (Y). The regression coefficients indicated that digital literacy had the most dominant influence, with a standardized coefficient (Beta) of 0.561, compared to creativity's coefficient of 0.317. The t-tests confirmed that both variables significantly influenced entrepreneurial interest, with creativity ($t = 4.018$, $p = 0.000$) and digital literacy ($t = 7.110$, $p = 0.000$) having a positive impact. The coefficient of determination (R^2) of 0.634 indicates that 63.4% of the variation in entrepreneurial interest can be explained by these two factors, with the remaining 36.6% attributed to other unmeasured variables. These results demonstrate the importance of creativity and digital literacy in fostering entrepreneurial interest among Generation Z students at Bandar Lampung University.

4.3 Discussions

This study investigates the influence of creativity and digital literacy on the entrepreneurial interest of Generation Z students at Bandar Lampung University in Indonesia. By integrating the results of the statistical analysis with existing theoretical frameworks and prior research, this discussion delves deeper into the role these two critical factors play in shaping entrepreneurial intentions among university students. The findings shed light on how students' cognitive abilities, such as creative thinking, and their digital skills, which have become increasingly essential in the modern entrepreneurial landscape, converge to foster a greater interest in entrepreneurship.

4.3.1 The Influence of Creativity on Interest in Entrepreneurship

The findings of this study support the assertion that creativity positively and significantly impacts entrepreneurial interest. This suggests that students who exhibit higher creativity are more likely to develop entrepreneurial intentions. Creativity, defined as the ability to generate novel and valuable ideas, is crucial to entrepreneurship, were innovation drives business success. Students who can think flexibly and devise original solutions are more likely to perceive opportunities in the market and act on them, ultimately leading to a higher propensity to start their own ventures. These results align with Lowery (1982) conceptualization of creativity as the ability to generate original and useful ideas, which is foundational to innovation. Furthermore, this study reinforces the findings of earlier studies that highlight creativity as an essential determinant of entrepreneurial intention. Students equipped with creative thinking are better prepared to identify opportunities and overcome challenges inherent in the entrepreneurial process. This suggests that fostering creativity in university settings may be pivotal in cultivating an entrepreneurial mindset.

4.3.2 The Influence of Digital Literacy on Interest in Entrepreneurship

In addition to creativity, digital literacy has emerged as a critical determinant of entrepreneurial interest. The study found that students who possess the ability to effectively utilize digital technology, search for and evaluate information, and understand digital ethics are more likely to pursue entrepreneurial ventures, particularly in the digital age. Digital literacy as encompassing the functional skills required to operate digital tools, alongside the critical thinking necessary for evaluating digital information. In an era where digital platforms have become integral to business operations, students with robust digital literacy skills can leverage technology for marketing, promotion, and customer engagement, which are essential components of modern entrepreneurial activity. The positive

relationship found between digital literacy and entrepreneurial interest is consistent with previous research that has emphasized the growing importance of digital proficiency in driving entrepreneurship, especially as the digital economy continues to expand.

4.3.3 The Influence of Creativity and Digital Literacy on Interest in Entrepreneurship
The most significant insight from this study lies in the simultaneous impact of creativity and digital literacy on students' entrepreneurial interests. While individually significant, these two variables also complement each other in shaping entrepreneurial aspirations. Creativity plays a crucial role in generating innovative business ideas, whereas digital literacy facilitates their practical application by leveraging modern technology. Thus, digital literacy enhances the feasibility of creative business ideas by providing students with the necessary tools to turn their ideas into reality. These two factors support the view that entrepreneurial intention cannot be cultivated in isolation; it requires a holistic approach that nurtures both creative capabilities and digital proficiency. Students who possess both creativity and digital literacy are better equipped to navigate the challenges of entrepreneurship in the digital age. They are more adaptable, confident, and proactive in pursuing entrepreneurial ventures than their male counterparts. These findings underscore the necessity of an integrated approach to entrepreneurship education, in which creativity and digital literacy are developed hand-in-hand to fully prepare students for the opportunities and challenges of the digital entrepreneurial ecosystem.

5. Conclusions

5.1 Conclusion
Based on the research results and discussion on the influence of creativity and digital literacy on entrepreneurial interest among Generation Z students at Bandar Lampung University, the findings suggest that both factors significantly impact fostering entrepreneurial intentions. Creativity was found to have a positive influence on students' entrepreneurial interest, as it enables them to generate and develop business ideas. Creativity provides students with the ability to think innovatively, view business opportunities from multiple perspectives, and increase their self-confidence in pursuing entrepreneurial endeavors. Similarly, digital literacy plays a crucial role in entrepreneurial interest by equipping students with the skills to use technology effectively, think critically about digital information, and understand digital ethics and security. These competencies make students more inclined to engage in entrepreneurial activities, particularly in the digital economy. Furthermore, when considered together, creativity and digital literacy have a complementary and significant effect on students' entrepreneurial interest, highlighting the importance of fostering both factors to fully support entrepreneurial intentions.

5.2 Research Limitations
This study had several limitations. First, it is based solely on Generation Z students at Bandar Lampung University, which may limit the applicability of the findings to other universities and regions. The relatively small sample size of 97 respondents may not fully capture the diversity of entrepreneurial interests across the entire population of Gen Z students. Additionally, as the data were self-reported, there may be some degree of bias in the responses related to creativity, digital literacy, and entrepreneurial interest. These factors should be considered when interpreting the results, and future studies should aim to overcome these limitations by including larger and more diverse samples and alternative data collection methods.

5.3 Suggestions and Directions for Future Research
Future research should expand the scope of this study by exploring a larger and more diverse group of students from various universities and geographical areas to better understand how creativity and digital literacy influence entrepreneurial interest on a broader scale. Additionally, it would be valuable to examine how other factors, such as entrepreneurial education, mentorship and social networks, contribute to the development of entrepreneurial intentions. Longitudinal studies could provide insights into how creativity and digital literacy influence entrepreneurial interest over time and how these factors impact actual entrepreneurial behavior and startup success. Comparing entrepreneurial interests across generational cohorts may also reveal important differences in entrepreneurial attitudes,

offering a deeper understanding of the evolving nature of entrepreneurship among younger generations.

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Author Contributions
WPS conceptualized the research, designed the study, and led data collection. DPA conducted the data analysis, performed statistical tests, and contributed to manuscript writing. Both authors have read and approved the final manuscript and have made significant contributions to the study.

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