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Undergraduate Students' Outlook on their Digital Entrepreneurship Readiness, Attitude and Motivation

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ABSTRACT

With the evolving economy and the shift towards digital economy, digital entrepreneurship has become more popular. Despite its popularity, not much is known about the digital entrepreneurship intention among the youths. A growing number of graduates and the pressure of unemployment in Asian countries have made digital entrepreneurship a more desirable career option. Hence, investigating the motivating factors, readiness level, and attitudes of the undergraduate university students in Malaysia and Indonesia toward becoming digital entrepreneurs is an important contribution of the study. This study employs quantitative method through a questionnaire distributed to university students who undergo a compulsory entrepreneurship course. Data are analyzed using an online statistic calculator, DATA*tab*. The findings revealed that many students express a desire to start their own businesses after graduation, despite having family business backgrounds in the minority. The study also found that students exhibit a moderate level of readiness and positive attitudes towards digital entrepreneurship. The results also indicate strong positive correlations between readiness and motivation, as well as between attitudes and motivation. Future research could expand the sample to include students from diverse study background and conducting surveys at various universities across different cities and regions for a more comprehensive perspective.

Keywords: Digital Entrepreneurship, Undergraduate students, Readiness, Attitude, Motivation

INTRODUCTION

Nowadays, entrepreneurship is one of the effective and practical ways to generate income as having a degree no longer assures graduate students of employment. As a result of the COVID-19 pandemic, the physical world is transitioning into a virtual one, necessitating the use of technology and innovation by many businesses to support any unpredictable future events (Sallomi, 2020). This is where digital entrepreneurship plays an important role. Digital entrepreneurship includes everything that is new and different about entrepreneurship in a digital world including new ways of designing and offering products and services (Lyytinen et al., 2016), new ways of finding customers via many platforms involved (Tiwana et al., 2010), and many more instead of in traditional ways previously pursued. Despite their mode of entry, methods of production, capturing of payments/revenues and stakeholder relationship management, information and communication technologies (ICTs) are broadly used and is undeniably significant because of the unique challenges and opportunities embraced by the new digital businesses (Beckman et al., 2012; World Bank, 2014).

In Malaysia, all students must undergo a compulsory entrepreneurship course to be in line with the Malaysia Education Blueprint 2013-2025 which aims to cultivate an entrepreneurial mindset among graduates to become a job creator rather than a job seeker (Ministry of Education Malaysia, 2013). The Malaysian government has even implemented various strategies to produce entrepreneurs and at the same time to train graduates to elevate entrepreneurship development. In neighbouring country Indonesia, the government continues to urge universities to conduct entrepreneurship training to encourage students' entrepreneurial spirit (Kompas.com, 2017). Indeed, students must be equipped with entrepreneurship skills so that they can earn a good living in any case they are not able to secure a good job upon completing their tertiary education. However, the statistics showed less than 4% for both Malaysian students (Philips, 2018) and Indonesian students (Chrisbiyanto, 2019) who have considered to initiate entrepreneurship as their career choice. Hence, this study aims to determine the level of students' readiness, attitudes, and motivation to participate in digital entrepreneurship. Apart from that, this study also explores whether there will be any significant difference in terms of students' planning to engage in digital entrepreneurship if they have influence from family background in the business. Then, the relationship between students' readiness, attitude and motivation were investigated in the context of higher learning institutions students from two neighbouring countries, namely Malaysia and Indonesia. This study would conceptualise the readiness, attitudes, and motivation of graduate students to initiate digital entrepreneurship which could further enhance the government and universities to continuously nurture students with relevant knowledge, experience and necessary skills that are beneficial for their entrepreneurial growth as entrepreneurship requires creative thinking, problem-solving empathy, and teamwork. With the important life skills, students will become more resilient and are able to contribute to a better society and create meaningful impact towards it which ultimately support the national economy. We conduct the study to accomplish the following objectives:

- To explore descriptive analysis in digital entrepreneurship between respondent's family background in business and respondent's planning after they graduate, and
- To determine the level of students' readiness, attitudes, and motivation to participate in digital entrepreneurship, and the relationship between those variables.

After the introduction, the literature review is presented and followed by the methodology used to examine the research questions. An analysis of data and the main result of the study

is then explained. Finally, we conclude by summarizing the findings for future research direction.

LITERATURE REVIEW

Innovativeness In Entrepreneurship- Digital Entrepreneurship

Entrepreneurship creates opportunity and develop continuous innovative strategies for business success. Innovation allows entrepreneurs to improve or introduce new products to be competitive, get access to new market, improve their reputation among the stakeholders and reduce costs (Galindo-Martín, et al., 2020). It also stimulates growth and business sustainability. Today, businesses are using technology more than ever before since work is increasingly being automated. It develops new possibilities for digital innovation in doing business. Companies in all over the world reported increased investment on digital products and services to accelerate customer engagement for long-term growth. The digital economy offers entrepreneurs the opportunity to introduce more innovations, which would lead to more broader and successful entrepreneurship opportunity. Digital entrepreneurs' numbers are on the rise, with more individuals are going digital in businesses and the creation of new digital enterprises.

Digital entrepreneurship is growing rapidly on a global scale. In Sudan, smartphones and networked computers have allowed women entrepreneurs to sell goods to international public from home (Steel, 2021). Several digital entrepreneurial initiatives in South Africa include the use of accessible digital tools such as website and mobile app in the healthcare system to develop an information system enabling doctors and patients to connect and interact (Abubakre, et al., 2021). Another example is a collaboration between a group of entrepreneurs and mobile telecom companies to provide Wi-Fi services on buses. Indian microentrepreneurs found various digitization techniques to improve the business and enhance the quality of their market feedback (Soluk, et al., 2021). They are using Phone apps for products' sale and marketing and deploying social media channels like WhatsApp and WeChat to get support, knowledge and entrepreneurial ideas from family and communities in the absence of institutional support. Peer-to-peer (P2P) digital platforms currently house millions of entrepreneurs as they require minimal digital knowledge and only use their own network to access markets. Businesses of P2P are frequently run at the community level, where they act as both as sellers and buyers. Frenchs mothers for instance use the resources offered by Facebook buy-and-sell groups to access the market (Delacroix, et al., 2019). It was also found that digital entrepreneurship has accelerated in Southeast Asia. Entrepreneurs in Indonesia are switching to Internet-based business and utilize the digital platform as digital data stores (Muafi, et al., 2021). Among those successful digital entrepreneurs are Gojek, Grab, Tokopedia, Bukalapak, Halodoc, and Ruangguru (Purbasari, et al., 2021). Some Thai firms had recentred their businesses into providing mobile applications for reservations and medical appointments. There are those who also leverage online portal and automate the ordering and payment process via electronic transactions, with the use of Quick Response (QR) codes (Chiyachantana & Prasarnphanich, 2022). In Malaysia, more entrepreneurs are launching start-up business in digital marketing, leveraging digital tools or digital application for their operations, or doing sales or purchases over the Internet (Qian Qiu & Mok Kim Man, 2021). Some existing businesses are adjusting to the new normal of conducting business online. With e-payment or e-wallet services, Fin-tech is growing in Malaysia. According to reports, e-commerce has already acted as a stimulant for the growth of Malaysia's digital economy.

There is thus a growing need for entrepreneurs to rely on the digital business skills. One of the opportunities created from the digital-based business is the start-up companies which is becoming a trend among students (Muafi et al., 2021). Due to the growing number of university graduates and the increase in competition on the job market (Ayeh, et al., 2022), students are the most widely studied topic in entrepreneurship research. Understanding the factors affecting young entrepreneurs' intents to start up their business through innovation and technology is vital to the economic stability of developing countries.

Students' Readiness Towards Digital Entrepreneurship

The younger generation, particularly students, are becoming more and more interested in digital entrepreneurship since it offers new opportunities for those who are considering starting their own enterprises with limited capital because it solely uses open-access digital platforms to connect with clients. According to the entrepreneurial success components theory, factors such as students' motivation for starting a business, their aptitude for spotting business opportunities, and the availability of necessary resources all play a role on youth readiness as a digital entrepreneur (Olugbola, 2017).

In term of readiness potential, Collins, et al., (2004) highlighted that students have even initiated to start own business as early as in universities as they already had entrepreneurship experiences prior to enrolling to university through the parents and other family members. According to Samuel, et al., (2013), about 70- 89% of students have strong goal to become entrepreneurs as there is growing number of unemployed graduates. Another survey result with Russian University showed student interest in digital entrepreneurship is on the rise (Vasileva, et al., 2022). Sudapet et al (2022) did a survey on students in Surabaya University on their readiness toward digital entrepreneurship. The finding reveals that about 96% students are ready to participate in the programs as well as ready to become successful entrepreneurs. They felt that digitalization makes entrepreneurship more sophisticated, which would foster the growth of innovative student startups and the creation of new jobs, which benefited the economy. Muafi et al (2021) also studied the development of digital entrepreneurship in universities and agreed that students are particularly interested in digital technology, as evidenced by the growth of digital start-ups on campus. Many of these students have also developed outstanding business plans for their entrepreneurship projects. However, students' business survival is low due to students are not mentally ready and lack necessary experience and knowledge. In another study, the study findings found that the readiness level of students toward digital entrepreneurship is neutral. Most students have strong enthusiasm in launching a digital business, but they lack capability and skills with digital-based technology necessary to do the entrepreneurship successfully (Harding et al, 2020). In a similar view, Al-Mamary and Alraja (2022) discovered that while Saudi youths have a great desire to start their own firms, they nevertheless have a lower propensity to do so than those in other Arab Nations. The number of the graduates to start new businesses are still low as compared to other Arab countries.

Understanding Attitude Toward Digital Entrepreneurship Intention Amongst Students

An individual's belief and perspective regarding entrepreneurship are described by their entrepreneurial mindset (Mutalib, 2013, as cited in Abbas & Ahmad Sabri, 2022). Previous studies on entrepreneurship studies demonstrate how students responded positively to the concept of having their own business and stated their desire and pleasure to pursue career as entrepreneurs (Pulka, et al., 2014). With the growing students' interest but fear in taking

the risk in digital entrepreneurship, understanding how students' behaviour relate to their intentions in new digital entrepreneurship is important. In Abbas and Ahmad Sabri (2022) study, the results show that respondents have a positive attitude towards digital entrepreneurship, as seen by their high mean scores. Students are interested in starting enterprises online and leveraging ICT. According to Al-Mamary and Alraja (2022), attitude has an impact towards entrepreneurship intention. Most of the students under study have a high level of interest to start a new venture towards digital entrepreneurship as they see the benefit from self-employment. More than half of those surveyed in Vasileva et al (2022) expressed positivity towards person who engaged in digital entrepreneurship. Those responded positively associated digital entrepreneurship with material possessions, a drive to success, improved skills and be autonomous. Shukla, et al., (2020) did a survey on female university students in India to examine the attitude of women entrepreneurs towards digitization from the culture and society point of view. According to the study, women with entrepreneurial background, family supports, and positive public perception have a good attitude towards starting their own business. Since digital entrepreneurship lessens the likelihood of any form of discrimination, woman tend to have a positive digital entrepreneurship mentality. The results of the study also found that women who are proficient at using the Internet are more likely to become digital entrepreneurs. Attitudes among students toward digital entrepreneurship can vary widely on a various of factors including personal interests, education level, cultural background, and exposure to technology. Positive attitude has strong relationship with motivation towards digital entrepreneurship (Abbas and Ahmad Sabri, 2022) as it creates a positive emotional connection to action. However, Muafi et al., (2021) argued that one of the challenges to student formation of digital academic entrepreneurship is mental aspects. They found that students respondents under their study lack mature business continuity planning and therefore have a pessimistic attitude to survive in the business for long run.

Motives Of Students to Become Digital Entrepreneur

Besides attitude, motivation also leads to intention. For many years, researchers have been studying what drives individuals to engage in entrepreneurship. The motivation to engage in digital entrepreneurial activity has recently been the subject of study. Many scholars have emphasized the three-entrepreneur profile that emerged as digital entrepreneurs; the extremely young, the focused and the business-experienced.

The environment in which the entrepreneurial activity takes place has an influence towards the young's intention to get involve in digital entrepreneurship. Culture and institutional support can be a source of motivation for deciding to become digital entrepreneurs. The nation has put much effort on digital investments particularly in attracting start-ups. The Government help to develop students' skills to get them ready to be a successful digital entrepreneur. Fernandes, et al., (2022) conducted bibliographic research and has identified few digital entrepreneurship success factors from lists of publications. They found that one of the factors, namely external funding sources i.e., government grants or incentives can positively affect the growth of digital entrepreneurship. Yaghoubi, et al., (2011) studied on structural factors in the development of digital entrepreneurship. They argued that supports from government and policy interventions have more effect on the formation and continuity of digital entrepreneurship activity. The role of the government is therefore very crucial in boosting motivation of students who wish to start businesses using technological platforms (Alferaih, 2022).

Many recent studies also find that education support is crucial for entrepreneurial intention. Students' desire to become digital entrepreneurs correlate directly with their level of digital competency and skills developed in their education (Singh & Dwivedi, 2022). Students' ability to use technology allows them to start a new business. Encouraging entrepreneurial activities in universities focusing on digital would foster good digital entrepreneurial motivations. Knowledge and education help students learn how to spot new business ideas, to start, manage, and evolve the business. Student projects can turn into competition with prizes, and venture funds offered, and this encourage students on entrepreneurial journey. Türker and Sonmez Selçuk (2009, as cited in Dabbous & Boustani, 2023) also argued that university education is an efficient way to acquire the knowledge necessary to become a digital entrepreneur. Studies also show that highly skilled individuals and those working with ICT are more likely to become digital entrepreneurs (Fernandes et al., 2022).

Besides digital entrepreneurial education, support for digital entrepreneurship from family and friends also play role and encourage engagement of students in digital entrepreneurial activity. Many scholars found that the probability of one becoming digital entrepreneurs is higher when there is an entrepreneur in the family. Dunn and Holtz-Eakin (2000) believe that it might be the result of the family members shared attitudes and preferences for autonomy or their passing on of knowledge and skills. Abbas and Ahmad Sabri (2022) posed 14 questions to university students regarding their motivation for digital entrepreneurship and students responded favourable to each item. Among the item, students are highly motivated and influenced by the success of families and other people with online business. In another study, Tremma, et al., (2023) discovered that students who have a family business are more likely to have high intention to engage in digital entrepreneurship than students without family businesses. According to the study, their desire to preserve a family tradition of owning a business may influence their intention. Studies also found that social support through social media contributes to virtual networks and provide access to knowledge about digital entrepreneurship and can influence entrepreneurship intention. Dutot and Van Horne (2015) stated that social media pulled many innovative ideas and enhance relationship building. Their study result found that digital options and social media supports the intention of entrepreneurs to go digital.

Besides external factors influence like university and social support, other motivating factors include improved life quality, increase income, flexible working hours, the opportunity to be own leader and a passion for ICT (Abbas & Ahmad Sabri, 2022). Studies on Arab culture have brought attention to the serious unemployment issue in the Middle East countries that led young people to venture in entrepreneurship. Moreover, jobs in entrepreneurship are becoming more appealing to young people as they discover that new entrepreneurship offers better prospects, more independence, and bigger financial rewards (Al-Mamary & Alraja, 2022). Studies also link students' personal motivations for pursuing digital entrepreneurship with their desire for success, social acceptance, prestige, networking opportunities, a rich life and personal development (Vasileva et al., 2022).

RESEARCH METHODOLOGY

The aim of the study was to identify the factors that influence the intention of Malaysian undergraduate students to start a new business towards digital entrepreneurship. Quantitative methods are used to collect the data. Questionnaire is used as an instrument to collect data and in this study, the questionnaire was adapted from a previous study conducted by Samsudin, Ab Jalil, Ab Wahid, Yahaya and Jizat (2016). The data are gathered via Google

Form. The questionnaire link was sent to all students taking Entrepreneurship course and had participated in a digital entrepreneurship program in the university. Participants were the undergraduate students from Universiti Teknologi MARA Melaka and students from Universitas Islam Negeri Sumatera. The data has been analysed using an online statistics calculator named DATA*tab.* All indicators are measured using a Likert scale, and variables are assessed using twenty-four (24) questions. Six questions are used to assess readiness, nine questions are used to assess entrepreneurial attitude, and nine questions are used to assess students' motivation towards digital entrepreneurship. There was a total of 289 students who participated in the program and a sample of 88 students who answered the questionnaire.

FINDINGS AND DISCUSSION

a. Demographic Analysis

The distribution of respondents is as shown in Table 1. There were 88 students responded to this questionnaire. The highest group of respondents are currently studying accountancy which represents by female (58, 65.91%) and male (8, 9.09%). The second highest are students from economy background that represents by female (7, 7.94%) and male (4, 4.55%), followed by the third highest are students from entrepreneurship programme in which represents by female (6, 6.82%) and male (1, 1.14%). The least number of respondents shows by female (2, 2.28%) for management and others respectively. All the respondents are from similar cluster of business and finance background.

	GENDER					
	Female		**Male**		**Total**	
STUDY PROGRAMME	**n**	**%**	**n**	**%**	**n**	**%**
Accountancy	58	65.91%	8	9.09%	66	75%
Economy	7	7.95%	4	4.55%	11	12.5%
Entrepreneurship	6	6.82%	1	1.14%	7	7.94%
Management	2	2.27%	0	0%	2	2.28%
Others	2	2.28%	0	0%	2	2.28%
Total	75	85.23%	13	14.77%	88	100%

Table 1: Gender and study programme

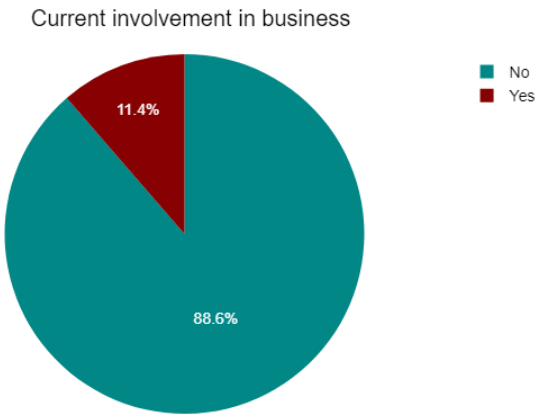

Figure 1: Respondent involvement in business

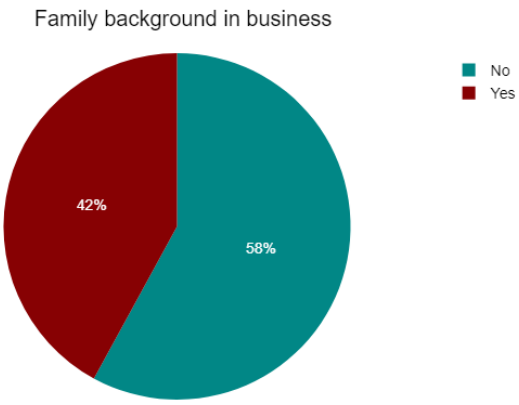

Figure 2: Respondent's family involvement in business

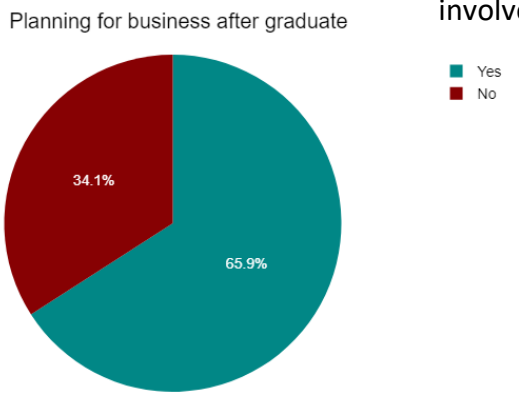

Figure 3: Respondent's planning for business after graduate

Based on Figure 1, 11.4% of respondents are currently involve in running a business. The respondents involve in business of fashion and clothing, food, printing services, camping equipment services and detergent in which these businesses established to fulfil the demand and needs of university students. In contrast, 88.6% of respondents did not involve in any business activity during study.

Based on Figure 2, 58% of the respondents informed that their parents or any family members are involved in running a business meanwhile 42% does not involve in business at all. However, even though majority of the students are not involved currently in running a business and quite a large percentage has no family business background, 65.9% of respondents have planning to establish a business after they graduate. Only 34.1% do not have planning to venture into business after they graduate. These can be seen through Figure 3.

		Planning for business after graduate		
		No	Yes	Total
Family background in business	No	24	27	51
	Yes	6	31	37
	Total	30	58	88

Table 2: Respondent's family background in business and respondent's planning after they graduate

Chi^2	9.08
df	1
p	.003

Table 3: Result of Chi Square Test between Respondent's family background in business and respondent's planning after they graduate

A Chi Square test was performed between Family background in business and Planning for business after graduate. Chi Square Test has been used to determine relationship between these two categorical variables. No expected cell frequencies were less than 5. There was a statistically significant relationship between Family background in business and Planning for business after graduate, χ^2 (1) = 9.08, p = .003, Cramér's V = 0.32. A Fisher exact test was performed between Family background in business and Planning for business after graduate. There was a statistically significant relationship between Family background in business and Planning for business after graduate, p = .003. This results in a p-value of .003 which is lower the defined significance level of 5%. The Chi^2 test is therefore significant, and the null hypothesis is rejected.

b. Mean scores and standard deviation of respondents' readiness, attitudes, and motivation towards digital entrepreneurship

	Mean	Std. Deviation
I am ready to do anything to be a digital entrepreneur	3.92	0.81
I have specific goal to be a digital entrepreneur	3.90	0.91
I will give my full effort to start a business	4.07	0.80
I want to have a business in future	4.06	0.85
I am seriously thinking to start a business	3.82	0.97
I am very determined to start my own business	3.77	0.89
Total average score	3.92	0.77

Table 4: Mean and standard deviation of respondent's readiness to involve in digital entrepreneurship

Table 4 shows the mean and standard deviation of respondents' scores on students' readiness to involve in digital entrepreneurship. Based on the table, the total average score on respondents' intention level to involve in entrepreneurship were moderate (M=3.92, SD=0.77). The highest mean score represents by "I will give my full effort to start a business" (M=4.07, SD=0.80), followed by "I want to have a business in future" (M=4.06, SD=0.85). The lowest score among this respondent's readiness category presented by "I am very determined to start my own business" (M=3.77, SD-0.89).

	Mean	Std. Deviation
I want to have business that can guarantee my future life.	4.25	0.73
I have a high curiosity to learn new things.	4.22	0.73
I always keep updating myself with the latest technology and business application/software.	3.94	0.76
I always keep updating myself with the latest business digital platform / social media.	4.01	0.77
I am very confidence and risk taker.	3.93	0.81
I like doing something exceptional from others.	3.89	0.89
I like to be independent.	4.17	0.65
I am an opportunist and always search for new chances.	3.99	0.78
I always working with passion.	4.24	0.69
Total average score	4.07	0.6

Table 5: Mean and standard deviation of respondent's attitude to involve in digital entrepreneurship

The mean and standard deviation of respondents' scores on students' attitudes to participate in digital entrepreneurship are shown in Table 5. According to the table, the overall average score on respondents' intention to engage in entrepreneurship was moderately high (M=4.07, SD=0.60). "I want to have business that can guarantee my future life." (M=4.25, SD=0.73) has the highest mean score, followed by "I always working with passion" (M=4.24, SD=0.69). "I like doing something exceptional from others" (M=3.89, SD-0.89) received the lowest score in this respondent's attitudes category.

	Mean	Std. Deviation
I am willing to work extra hours to success	4.24	0.68
I always think rationally	4.07	0.64
I have vision to success	4.18	0.75
I am eager to earn more money	4.39	0.72
When i look at other people's success, it influences me to do business	4.15	0.84
I want to pursue my ambition to be a digital entrepreneur	3.94	0.84
I got encouragement from my parents to do business	3.86	0.92
My family feel proud of me if I do business	4.03	0.78
I am eager to do business to gain recognition	3.74	0.96
Total average score	4.07	0.61

Table 6: Mean and standard deviation of respondent's motivation to involve in digital entrepreneurship

Table 6 shows the mean and standard deviation of respondents' scores on students' motivation towards digital entrepreneurship. As refer to the table, "I am eager to earn more money" has the highest mean score (M=4.39, SD=0.72). Subsequently, the second highest mean score is "I am willing to work for extra hours to success" (M=4.24, SD=0.68) followed by

"I have vision to success" with a mean score of (M=4.18, SD=0.75). The lowest mean score reflects by "I am eager to do business to gain recognition" with a mean score (M=3.74, SD=0.96).

c. Pearson Correlation to test association between two variables

i. Association between 'READINESS and MOTIVATION'

	r	p (1-tailed)
READINESS and MOTIVATION	0.84	<.001

Table 7: Correlation results between readiness and motivation.

This section analyses the association between READINESS and MOTIVATION. A Pearson correlation was performed to test whether there was a positive association between READINESS and MOTIVATION. There is a positive association between READINESS and MOTIVATION. The result of the Pearson correlation showed that there was a significant positive association between READINESS und MOTIVATION, r (86) = 0.84, p = <.001. There is a very high, positive correlation between the variables READINESS and MOTIVATION with r= 0.84. Thus, there is a very high, positive association between READINESS and MOTIVATION in this sample.

ii. Association between 'ATTITUDE and MOTIVATION'

	r	p (2-tailed)
ATTITUDE and MOTIVATION	0.86	<.001

Table 8: Correlation results between readiness and motivation.

This section examines the association between ATTITUDES and MOTIVATION. A Pearson correlation was used to see if there was a positive association between ATTITUDE and MOTIVATION. The Pearson correlation revealed a significant positive association between ATTITUDE and MOTIVATION, r(86) = 0.86, p =<.001. With r= 0.86, there is a very strong positive correlation between the variables ATTITUDE and MOTIVATION. As a result, there is a very strong, positive association between ATTITUDE and MOTIVATION in this sample.

CONCLUSION

In conclusion, this study aimed to explore the digital entrepreneurship readiness, attitude, and motivation of undergraduate students. The changing landscape of the business world, particularly due to the COVID-19 pandemic, has highlighted the importance of digital entrepreneurship as a means of income generation and innovation. The findings of this study shed light on several key points.

First, the study revealed that a significant percentage of respondents have considered initiating their own businesses after graduation, even though a relatively small percentage currently have family backgrounds in business. This suggests that there is a strong entrepreneurial spirit among the students, indicating their willingness to embrace digital entrepreneurship as a career path. Second, the analysis of students' readiness showed that they had a reasonable level of preparedness to engage in digital entrepreneurship. Many

students expressed their determination to put in the necessary effort and commitment to make their entrepreneurial plans successful. This readiness is particularly encouraging, as it shows their willingness to overcome challenges and adapt to the ever-changing digital landscape. Third, the study found that students generally hold positive attitudes towards digital entrepreneurship. They are eager to learn new skills, keep up with technology, and take risks. This positive attitude is crucial in coping with the uncertainties and complexities of the digital business world. Furthermore, the strong correlation observed between attitudes and motivation indicates that a positive attitude can significantly contribute to students' motivation to engage in digital entrepreneurship. Fourth, students' motivations for digital entrepreneurship are diverse and encompass financial goals, personal development, independence, and recognition. The desire for financial stability and success was a prominent motivating factor to embark on their entrepreneurial journeys. Finally, the study demonstrated strong positive correlations between readiness and motivation, as well as between attitude and motivation. This suggests that students who are more ready to participate in digital entrepreneurship tend to be more motivated, and those with positive attitudes are more motivated as well.

By involving students with a variety of educational background and conducting the survey at other universities in different cities or in other regions, future research may be able to increase the sample size. Further study could also test the influence of undergraduate students' intention on their subsequent actual behaviour toward digital entrepreneurship. It is to investigate whether their intention led to them becoming successful digital entrepreneurs. Finally, a comparative study of digital entrepreneurship intention in Malaysia and Indonesia is also recommended.

In conclusion, this study provides valuable insights into the perspectives of undergraduate students regarding digital entrepreneurship readiness, attitude, and motivation. It highlights the potential for developing a robust entrepreneurial ecosystem within the education system, fostering a generation of digitally savvy and motivated entrepreneurs. As digitalization continues to evolve, understanding and nurturing these attributes among students will play a huge role in driving innovation, economic growth, and social transformation. The findings of this study would benefit to the educators, policy makers and higher education institutions.

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