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The Analysis Factors Influencing the Implementation of Digital Social Entrepreneurship Application in Learning Engineering Education Using Structural Equation Modelling

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Abstract—A big part of being an entrepreneur is keeping up with modern technological advancements. However, many factors can lead to the ambition to launch an online company. Digital social entrepreneurship methodology examines the effects of college students' entrepreneurial mindset, smartphone usage habits, and Locus of Control on their digital business intentions. This research is fundamental because it provides information to universities that they can use to evaluate their plans for a digital-based entrepreneurship learning model that will help them provide a good education. This study involved 428 respondents, and the data obtained from the respondents were examined using the application of structural equation modeling with a survey approach for this research, which looks at a small portion of the community and collects data through questionnaires. The primary data was examined using SmartPLS 4.0 software and structural equation modeling. This study found that having an entrepreneurial mindset, smartphone use, and locus of control exerts a substantial and meaningful impact on one's aspiration to become a digital entrepreneur. We wanted to find out how college students' thinking about being an entrepreneur affects their desire to become a digital entrepreneur, using smartphone usage habits and locus of control as influencing factors. To make someone who wants to become an entrepreneur, this research needs to measure Digital Entrepreneurial Intention appropriately in students who take Entrepreneurship courses.

Keywords—Digital social entrepreneurship; digital entrepreneurial intention; smartphone habit; locus of control.

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I. INTRODUCTION

Entrepreneurship is rapidly growing and increasingly popular, especially among university students. Over the past few years, more students have considered becoming entrepreneurs. This can be attributed to the proliferation of start-ups and the increased interest in entrepreneurship as a primary driver of economic growth. The manufacturing industry is moving toward actively utilizing digital technology, and the market demand for businesses that use digital technology continues to expand. This trend is expected to continue [1]. Especially since the pandemic, which has had a significant effect on the world, has had a major effect on the way the world works, especially in the business world and the education process [2].

Being able to assess potential opportunities and knowledge of available opportunities can help increase entrepreneurial intentions. To pique students' interest in the possibility of

owning their own business, educational institutions provide a variety of programs and services. Education about entrepreneurship has the potential to assist individuals in acquiring the necessary skills for managing businesses and encourage a more significant number of individuals to examine the possibility of pursuing a career as an entrepreneur. This is because teaching marketing can give students the information and skills, they need to run their businesses [3].

Teachers in higher education are encouraged to use different teaching models in delivering online courses [4]. Online learning's rapid change requires educational institutions to be adaptable and flexible. This is because online education is becoming increasingly popular. The same is true when instructing students about business ownership and management. In the realm of digital entrepreneurship, there are already a significant number of new businesses entering the market, which means that the content of entrepreneurship education that considers the difficulties that

come with living in the digital age needs thorough consideration [5]. Learners need to know how to use technology as an essential skill so that digital entrepreneurship can run smoothly.

Digital entrepreneurship intention is the desire or impetus to establish and operate a digital enterprise. It is a crucial predictor of how people act as digital entrepreneurs, and an essential part of how good digital entrepreneurs are [6]. To foster an environment conducive to digital entrepreneurship, policymakers, educators, and business owners must understand the factors motivating individuals to launch a digital enterprise. There has been a growing trend among business owners in recent years to concentrate their efforts on attention on the digital sphere to present their companies to the public and to grow their businesses. This trend has helped business owners grow their companies. Because digital technology is becoming more readily available and reasonably priced, it is becoming increasingly simpler for business owners to establish and manage their operations using the Internet's platform. This is the driving force behind the rise of digital entrepreneurship [6].

The role of the Smartphone, now one of the most widely used technologies worldwide, has evolved significantly beyond just a communication tool. They have evolved into tools capable of providing virtual environments for their users [7]. The consistent use of Smartphones, which are increasingly used to access social media, plays an essential role in driving entrepreneurial activities sourced on digital media [8]. There is potential for increased sales, decreased costs, expanded customer service, growth in brand awareness, improved company websites, and expanded business relationships if social media is used effectively [9]. This factor is significant because students can take advantage of entrepreneurial opportunities [10], including digital entrepreneurship opportunities for students [11]. The right mindset for entrepreneurship plays a vital role, as does the locus of control in a person, especially among students [12]. Locus control has a significant influence on their interpretation of their surroundings. It is not just a matter of motivating individuals. Instead, it is a question of who or what controls individuals to be able to produce something [13].

II. MATERIALS AND METHOD

A. Digital Entrepreneurial Intention

Students must develop an opportunity-focused entrepreneurial mindset. Entrepreneurship is a growing career option. Given the centrality of entrepreneurship, students should be allowed to create entrepreneurial aspirations. Educational institutions should give career-seeking and job-creating graduates priority. Many students fail to recognize the importance of entrepreneurship, resulting in their exclusion from industry. Consequently, educational institutions are expected to be crucial in promoting an atmosphere that inspires students to pursue entrepreneurial endeavors. Despite university efforts to promote and support entrepreneurship, not all programs allow students to become entrepreneurs [14]. Understanding how to encourage entrepreneurship in higher education requires understanding students' entrepreneurial intentions. College students' entrepreneurial goals are linked to their view of

entrepreneurship as a career [15]. Universities help graduates become entrepreneurially motivated and skilled.

Digital technology connections, smartphones, and other apps that collect, store, analyze, and exchange data have changed entrepreneurship [16]. With the development of digital technologies, new opportunities for business owners have emerged, allowing them to sell their goods and services globally through digital [17]. Digital entrepreneurship combines traditional entrepreneurship with digital business practices [18]. Entrepreneurial intention is a person's personal belief to be able to take steps and opportunities to start entrepreneurship, which requires developing new concepts and applying new approaches [6]. Digital entrepreneurship involves converting a typical business's tangible assets into digital files [14].

B. Entrepreneurial Mindset

Cognitive flexibility is the core of the entrepreneurial attitude and essential to achieving the intended outcome after entrepreneurial action [11]. Deeper cognitive connections and entrepreneurial mindset are indicators of the specialized activities performed by entrepreneurs [19]. Scholars have a view that entrepreneurial mindset is an essential factor in the field of entrepreneurship studies [20].

Knowledge of prospects and research might boost entrepreneurial intentions. Various university programs and services encourage student entrepreneurship. Entrepreneurship education is highly crucial. Entrepreneurship education can improve business management abilities and encourage people to pursue entrepreneurship as a career [3]. A growing body of research suggests that universities should emphasize entrepreneurship in their curriculum to encourage an entrepreneurial mindset [19]. Students who receive entrepreneurship education can develop the mindset, drive, and other skills necessary to succeed as business owners [21].

Entrepreneurship education improves students' attitudes, behavioral control, and career intentions [12]. Undoubtedly, this has the potential to broaden their mindset and perspective concerning entrepreneurship. The study found that education affects entrepreneurship and behavior attributes that are essential for the achievement of one's objectives to participate in entrepreneurial activities [21]. Thus, this research supports H1 that entrepreneurial mindset influences digital entrepreneurial intention

C. Smartphone Habit

Most people who own a Smartphone use it in various ways, including a game console, a place to shop, a forum to share stories, etc. Unhealthy Smartphone usage habits with mobile devices can lead to addiction [22]. The role of smartphones, now one of the most widely used technologies in the world, has evolved far beyond simple communication tools. They have evolved into tools that can provide virtual environments for users [7]. Such innovation has also impacted the way people use mobile phones, which means that the application of such technology can become a problem when inappropriate usage habits are found.

Excessive use of mobile phones can lead to addiction, and therefore, the behaviors that users adopt when using their devices are becoming increasingly important [23].

Smartphones offer instant access to vast amounts of information, which can be utilized to gain insights, research market trends, and develop innovative solutions. As a result of the seamless collaboration and communication that smartphones make possible, teams can work together more effectively and efficiently. Smartphones offer real-time feedback, allowing business owners to test and improve their ideas quickly, making it more straightforward to adjust to shifting conditions. The capacity of individuals and organizations to innovate and adapt can be enhanced using smartphones and other tools. This has the potential to lead to the generation of additional revolutionary solutions as well as a more flexible approach to the resolution of issues [23]. Knowing the extent to which an entrepreneurial mindset can influence one's Smartphone usage habits is crucial. Thus, this research aligns with H2 that an entrepreneurial mindset influences Smartphone habits.

The use of Smartphones, which are now more frequently used to access social media, and as a result, play an essential role in driving media entrepreneurship [8]. If social media is used effectively, there is potential for increased sales & decreased costs, market expansion, and expansion of business relationships by utilizing digital business advertising services [9]. The wide use of smartphones can influence a person's pattern of intentions, especially that of students. As a result, social media has progressively grown. strategic factor for most industries and has been widely adopted as an essential component in business operations [9]. Thus, the habit of using Smartphones can affect the desire for entrepreneurship. It can be said that H3, a smartphone habit, influences digital entrepreneurial intention and is acceptable.

D. Locus of Control

How much a person feels accountable for their success or failure, rather than luck or other external influences, is

considered a locus of control [13]. Locus of control influences how they view their environment, including issues, motivations, and who or what determines their outcomes [24]. A locus of control is a construct that embodies an individual's beliefs regarding the degree to which the consequences of an event can occur either from an internal influence or an external influence [24].

A high degree of internal locus of control denotes the belief that one's skills, abilities, and efforts may influence results and control destiny [13]. Alternatively, a high external locus of control indicates that fate is determined by external causes and luck [12], [13], [24]. A low internal locus of control is related to this locus. Locus of control is a personality attribute, while perceived behavioral control is a perception [12]. Thus, perceived behavioral control does not affect the locus of control. This displays awareness, self-confidence, and persistence in pursuing goals, which might influence how aspiring business owners pursue possibilities [13]. Thus, this research supports H4: Entrepreneurial mindset influences locus of control.

Highly successful entrepreneurs often have a strong sense of authority over themselves, which enables them to exert more influence over their feelings and, as a result, make more positive decisions for their companies [10]. To be more specific, the term "locus of control" how much people feel accountable for their success or failure in life, which is reflected in their level of emotional control [13]. The locus of control is an essential factor in the beginning and the conclusion of entrepreneurial endeavors; it carries a substantial amount of weight [10], and it has a robust connection to the formation of entrepreneurial intentions [16], [21]. It can be said that H5: Locus of control influences digital entrepreneurial intention fit this research.

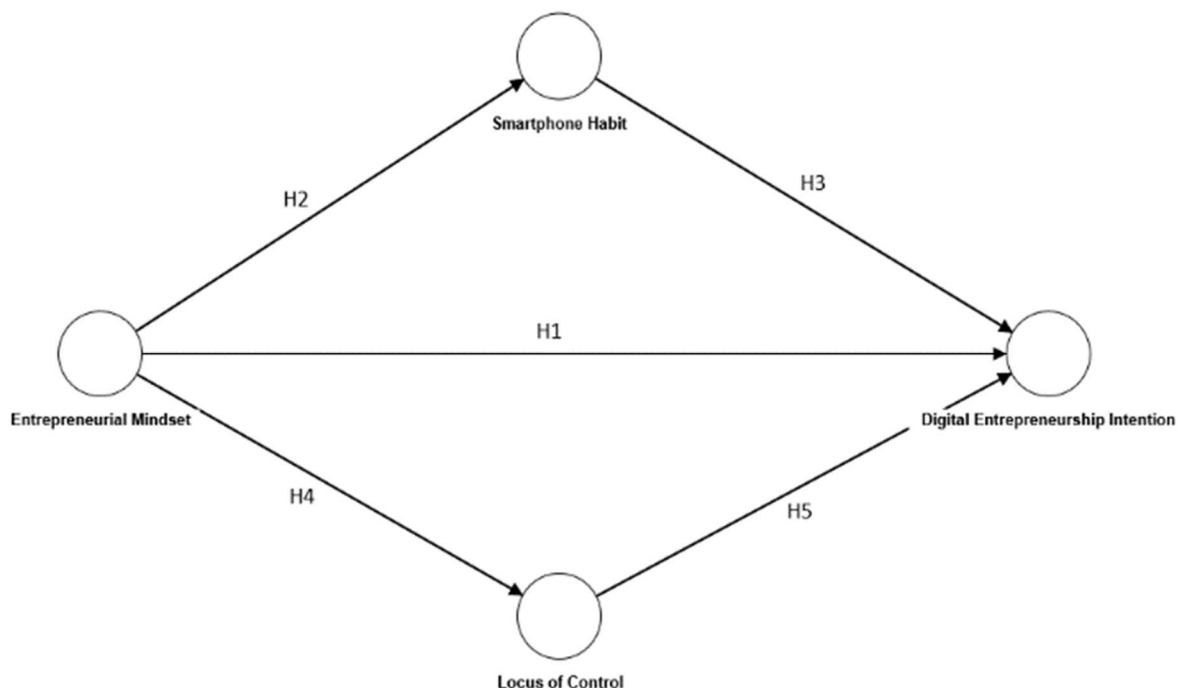


Fig. 1 Framework

E. Method

NasiQu is a social entrepreneurship mobile app. This digital social entrepreneurship app is called NasiQu. App design for entrepreneurs [25], Entrepreneurship products and social media can improve interfaces and systems [24], these app development activities affect engineering education career maturity [26]. The homepage, which includes Figure 2, presents a basic overview of this project. NasiQu is the project name. Mobile apps for phones and desktops can be accessed anywhere and anytime. One purpose of the social entrepreneurship concept is to donate food. Our software will directly distribute donations to orphans, the needy, and the homeless.

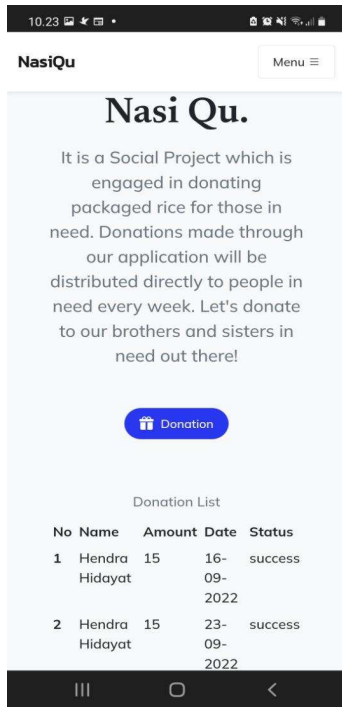


Fig. 2 Home Pages of NasiQu Apps

The comprehensive reporting process includes the research setting, research group members and population, limitations, and methods of collecting data and conducting research [27]. This study used a survey method based on structural equation modeling of the population and collected data through questionnaires [28]. There were 428 respondents from engineering education students who took entrepreneurship courses at the university. The questionnaire was distributed through various online channels, including email and a Google form that served as the medium. Subsequently, the respondents utilized the link that had been prepared on the internet to complete the questionnaire that had been prepared. The questionnaire used the Likert scale [30] was employed to assess the soundness and dependability of the findings.

In measuring the digital entrepreneurial intention, five items from the study's variable were taken from previous research [27]. They tried to determine what can increase digital entrepreneurial intention in that study. This study included entrepreneurial mindset as one of the variables; where to measure the variable, this study adopted four items from previous research [11]. To measure the Smartphone

habit variable, this study refers to previous research [22], where participants were asked for their opinions about their Smartphone use and four statements that can represent the Smartphone habit variable. Previous research [13] which also involved locus of control in the study of digital entrepreneurial intention, became a reference in this study, which adopted six items from the study to measure locus of control.

The data was analyzed using SEM with PLS and SmartPLS version 4. SmartPLS verified the structural model and data. This study used two-phase data analysis to assure research concept reliability and validity. Traditional item loading and average variance extracted (AVE) were used to measure convergent validity, whereas the heterotrait-monotrait correlation ratio examined discriminant validity [31]. The study's constructs evaluate internal consistency reliability using Cronbach alpha and composite reliability. The second step assesses the statistical significance of these structural links using 5,000 bootstrap samples. The objective of the study's second phase is to analyze the associations between research subjects and ascertain their statistical significance.

III. RESULTS AND DISCUSSION

Using the inner Variance Inflation Factor (VIF) and the PLS-SEM method, statistical techniques were used to determine common bias in our study [32]. The VIF values ranged from 1.629 to 3.150, falling below the 3.30 criterion suggested by experts [33], for the significance test of being free from common method bias. Discriminant validity was also examined. The ratio of HTMT should be smaller than 0.9 [30]. The discriminant validity test results of 0.802 - 0.858 are below 0.9 as recommended.

TABLE I
HETEROTRAIT-MONOTRAIT RATIO (HTMT)

	DEI	EM	LC	SH
DEI				
EM	0.802			
LC	0.840	0.855		
SH	0.828	0.858	0.822	

The resampling method known as the PLS-SEM methodology, or standard strategy for obtaining PLS bootstrap components (factors), was employed to do the measurements. To evaluate the accuracy of the measurements, several statistical indicators were analyzed for each construct, including standardized item loadings (AVE), (HTMT), CR, and alpha, where all values were above the minimum threshold of 0.70 [32]. Every indicator's factor loading on the associated latent construct surpassed the benchmark of 0.60, while every construct's AVE surpassed the standard of 0.50 [32].

TABLE II
CONSTRUCT RELIABILITY AND VALIDITY

	CA	CR	AVE
Digital Entrepreneurship Intention	0.848	0.849	0.623
Entrepreneurial Mindset	0.867	0.867	0.715
Locus of Control	0.909	0.913	0.690
Smartphone Habit	0.901	0.901	0.771

TABLE III
HYPOTHESIS RESULT

	β	t	ρ	Result
H1	0.457	4.973	0.000	Accepted
H2	0.758	17.674	0.000	Accepted
H3	0.165	2.092	0.037	Accepted
H4	0.760	18.286	0.000	Accepted
H5	0.254	3.164	0.002	Accepted

SmartPLS findings are in Table 3. This table contains all research hypotheses evaluated using PLS analysis. Data

shows that hypothesis 1 ($\beta = 0.4571, \rho = 0.000$) and hypothesis 2 ($\beta=0.758, \rho=0.000$) have a positive association and statistically significant influence. Additionally, hypothesis 3 shows a significant positive correlation ($\beta=0.165, \rho=0.037$), and hypothesis 4 shows a significant positive correlation ($\beta = 0.760, \rho = 0.000$). Positive correlation and statistical significance ($\beta = 0.257, \rho = 0.002$) support Hypothesis 5.

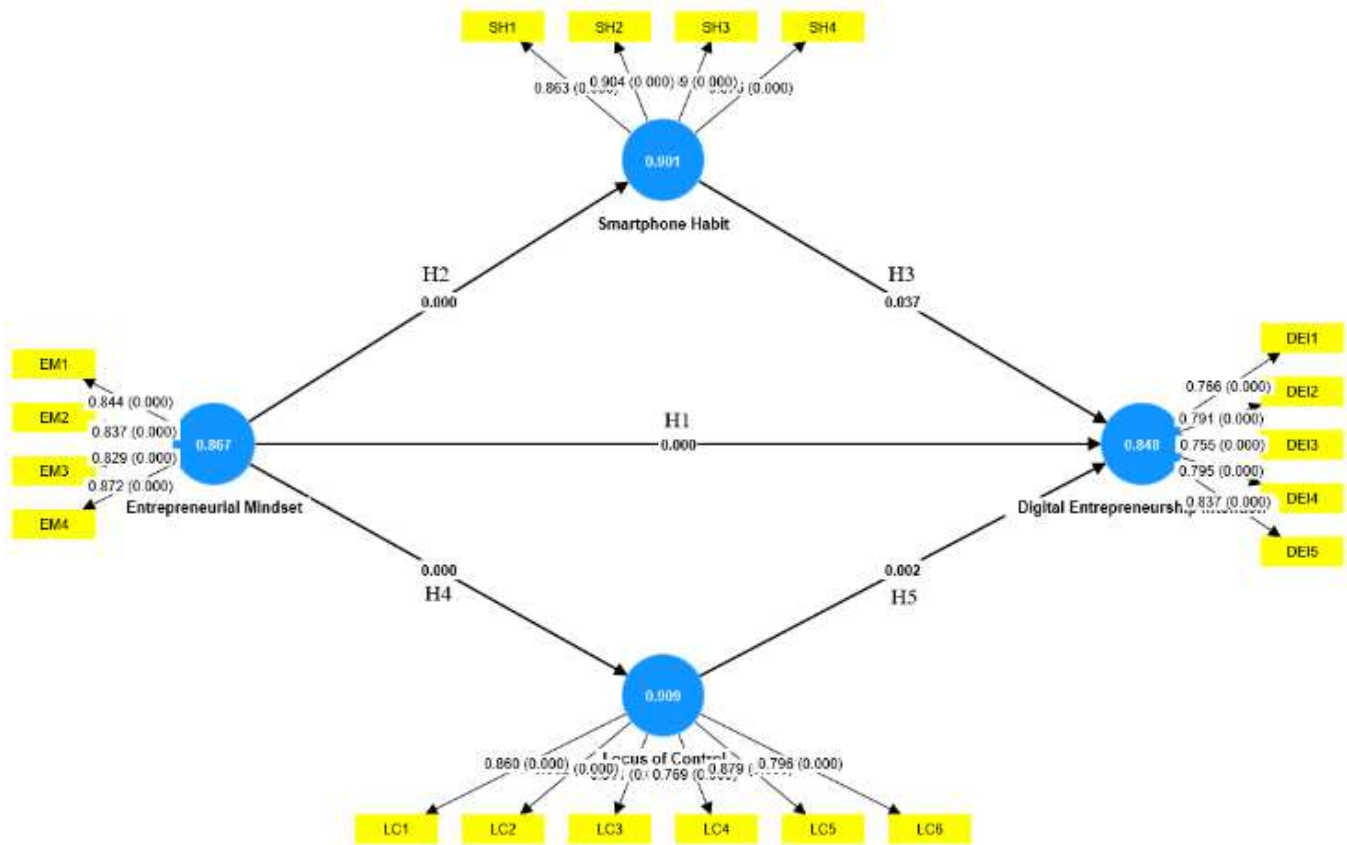


Fig. 3 Hypothesis Result

TABLE IV
SPECIFIC INDIRECT EFFECT

	β	t	ρ	Result
EM -> SH -> DEI	0.125	2.014	0.044	Accepted
EM -> LC -> DEI	0.193	2.921	0.004	Accepted

Several variables act as mediators within this study, which includes the correlation between the entrepreneurial mindset and digital entrepreneurial intention, with smartphone habit acting as a mediator, yields statistically significant and beneficial outcomes ($\beta = 0.125, \rho = 0.044$). One of the other variables that acts as a mediator is the habit of using a Smartphone. The outcomes of the correlation between the entrepreneurial mindset and digital entrepreneurial intention are influenced by Smartphone habits, and the outcomes of this influence are statistically significant and favorable ($\beta = 0.193, \rho = 0.004$).

The importance of teaching students, particularly those currently enrolled in college, about business is the topic of discussion in this study. As an illustration, it demonstrates the

influence smartphones have had on the business mindset and the aspiration of students to become digital entrepreneurs. According to the findings of this investigation, using smartphones can either lead to positive outcomes for businesses or negative consequences for businesses. Smartphones, on the one hand, have the potential to give individuals access to digital tools, resources, and networks that can assist them in establishing themselves as proprietors of their businesses. At the opposite end of the spectrum, excessive use of smartphones can result in distractions, lower productivity, and trouble concentrating, all of which can damage an organization's success. Alternatively, excessive usage of cell phones can contribute to increased productivity. This study's findings also show the necessity of considering the possible influence of smartphone habits on the relationship between an entrepreneurial mentality and the intention to pursue a career in digital entrepreneurship. This is because smartphone habits have the potential to impact the connection. The paper argues that rather than prohibiting students from using smartphones or viewing them as

distractions, educators and legislators should use them to assist students in developing skills necessary for entrepreneurship. Furthermore, the findings of this study demonstrate that self-control, a center of control, and an entrepreneurial attitude all play a role in determining whether a student wants to become a digital entrepreneur. It asserts that self-disciplined students who possess an entrepreneurial mindset and are exposed to digital tools and technologies are more inclined to establish online businesses. In the end, this investigation demonstrates that educators and legislators need to consider the interaction between the use of smartphones, entrepreneurial attitudes, and the desire to become a digital entrepreneur. As a result, students will be able to develop their entrepreneurial skills more efficiently, which will contribute to improving the classroom environment.

IV. CONCLUSION

University students have a wide range of social opportunities, including the possibility of forming relationships with individuals who could subsequently impact other people. Nevertheless, students require opportunities to network with different business owners to alter their preconceived notions regarding starting a business. This can influence opinions of this kind. Consequently, raising knowledge about the importance of entrepreneurship is the most critical factor in the growth of a business. There is a correlation between individuals' experiences of being in an environment that is friendly and their likelihood of considering establishing their own business. For this reason, it is essential to consider whether or not the idea has the potential to be successful before deciding whether or not to begin a new business. It has been found that the likelihood of young people pursuing entrepreneurship is correlated with the degree to which they have access to the necessary knowledge, education, and inspiration in entrepreneurship. Strong intentions can impact the beginning of a new business, and being an entrepreneur is a deliberate business decision. Schools must immediately implement technology because the pandemic is reducing the number of face-to-face meetings. The teachers assist the students. Particularly noticeable is the fact that students study while participating in online discussions. The fact that portable smartphones are so common is something that students ought to be aware of. The proliferation of technology and the internet is leading to the digitization of education. This study examines how entrepreneurial mindset, smartphone habit, and locus of control affect engineering students' digital entrepreneurial intention, particularly entrepreneurship students. This study is crucial to creating future entrepreneurs by accurately assessing higher education students' digital entrepreneurial goals.

With an entrepreneurial mindset, students can organize their future to become rigid and reliable entrepreneurs, which will encourage students to become interested in becoming entrepreneurs. With the help of rapidly developing technology and good self-control, students can foster their entrepreneurial-oriented interests with digitalization, making it easier for them to start their entrepreneurial careers. The development of technology is getting faster, and with the encouragement of various things, technology is one of the excellent opportunities for students to become entrepreneurs.

The rapid development of technology is a fantastic opportunity, especially for new entrepreneurs who want to start their career journey [17]. Students can cultivate a mindset that embraces innovation and creativity, enabling them to navigate the world of entrepreneurship effectively. This mindset encompasses taking risks, fostering innovation, and finding solutions to problems. By adopting a forward-thinking approach, students are more inclined to be driven to explore entrepreneurship as a profession, resulting in a heightened enthusiasm for launching their ventures. The rapid development of technology and digitalization can significantly assist students in nurturing their entrepreneurial interests. This involves utilizing digital tools and platforms to cultivate business concepts, engage with prospective customers, and oversee business operations. Strong self-control allows entrepreneurs to manage their time, resources, and emotions effectively. Students can effectively navigate their entrepreneurial pursuits and avoid typical obstacles by exercising discipline. Using technology and digitalization, students can embark on their entrepreneurial journeys more easily. This involves utilizing online platforms to promote their products, engage with customers, and oversee their businesses.

The use of smartphones as entertainment media hinders digital entrepreneurship. The use of Smartphones for games, business, and storytelling [22] is necessary for orienting the use of useful technology, especially in entrepreneurship. Smartphones are expected to help students understand and learn about entrepreneurship because many products and services are marketed online to smartphone users. Students can benefit from this in terms of learning about entrepreneurship. A study indicated that smartphone users are inclined to engage in digital entrepreneurship. The accessibility of information and the speed with which data can be sent via the utilization of smartphones are two factors that contribute to the increased likelihood of students developing an interest in starting their enterprises and becoming entrepreneurs. There has been a growth in the number of students interested in starting their enterprises, and some of the factors that contribute to this increase include encouraging students to think in an entrepreneurial approach and increasing the usage of cell phones among students. If this is the case, it would suggest a considerable association between the use of mobile phones and the possibility of people engaging in digital entrepreneurship. Given this evidence, one can conclude that the widespread use of mobile phones directly influences the chance of individuals launching their own information technology firms. It is essential to emphasize the ever-increasing significance of entrepreneurship, particularly among students. This trend is being driven by the awareness that entrepreneurship is a crucial accelerator for economic expansion and the generation of employment possibilities.

This recognition is propelling the movement forward as its primary motivator. It is important to note that the usage of smartphones regularly plays a crucial role in mediating the links between an entrepreneurial attitude and the ambition to engage in digital entrepreneurship. Considering this conclusion, it appears that the frequency with which individuals use their smartphones substantially influences their ambition to become digital entrepreneurs. Individuals

with an entrepreneurial mindset are willing to undertake risks, generate novel concepts, and resolve challenges. Adopting this mindset is crucial for entrepreneurs as it motivates individuals to initiate and expand their enterprises. Individuals with the desire and determination to initiate and manage their digital enterprises are commonly referred to as having digital entrepreneurial intentions. Utilizing digital tools and technologies has an impact on this intention, among other factors. A smartphone habit refers to the constant and excessive use of one's phone. In contemporary times, smartphones have become a crucial component of daily existence. The outcome of this habit can vary depending on its application, as it can have both positive and negative implications. The fact that regular smartphone usage significantly influences the association between having an entrepreneurial attitude and wanting to engage in digital entrepreneurship is demonstrated by the fact that the mediation effect of smartphone habit comes into play. Consequently, people who work with their smartphones regularly are more likely to cultivate an entrepreneurial mindset and desire to launch their own internet businesses. By giving quick access to information, communication channels, and essential business utilities, smartphones make it easier for entrepreneurs to run their businesses efficiently and create an environment that encourages inventive thinking. Smartphones facilitate digital literacy, enhancing individuals' ability to acquire new knowledge and generate entrepreneurial concepts. This can improve their problem-solving skills and foster their entrepreneurial aspirations. Individuals with an entrepreneurial mindset exhibit a receptiveness towards novel concepts and are willing to undertake ventures involving uncertainty. Entrepreneurs require these characteristics to generate novel ideas and undertake well-considered gambles that will facilitate the expansion of their enterprises.

The accessibility and usability of digital tools, such as smartphones, directly impact this intention. Individuals are more inclined to initiate their digital enterprises if these tools are readily accessible and user-friendly for others. The chronic use of smartphones significantly influences the correlation between possessing an entrepreneurial mindset and aspiring to be digitally entrepreneurial. Consequently, individuals frequently using smartphones are more inclined to develop an entrepreneurial mindset and aspire to establish online enterprises. Entrepreneurs' frequent use of smartphones can divert their focus from crucial business activities, such as generating innovative ideas and devising strategic plans, to mundane operational concerns that impact the business. Societal norms, such as the prevalence of smartphone usage, can influence individuals' phone usage patterns, affecting their entrepreneurial aspirations. These individuals with a vested interest in digital entrepreneurship need to know how smartphone usage patterns influence the connection between entrepreneurial attitudes and the desire to launch a digital firm. The successful promotion of digital entrepreneurship and the entrepreneurs' assistance in using digital technology for development and innovation would be facilitated. When instructing college students on entrepreneurship, it is crucial to emphasize the connection between possessing an entrepreneurial mindset and aspiring to be a digital entrepreneur. Research findings indicate that an

individual's entrepreneurial mindset can be accurately assessed by their enthusiasm for pursuing a career as a digital entrepreneur. How individuals utilize their smartphones can significantly influence the interaction that occurs. Smartphones can aid individuals in developing their entrepreneurial skills by granting them access to diverse resources. The resources encompass digital tools, online courses, and entrepreneurial networks with fellow individuals. Students can derive various advantages from this, such as the capacity to identify opportunities, generate novel ideas, and undertake well-considered risks, all of which are fundamental elements of an entrepreneurial mindset. However, the excessive utilization of smartphones can hurt the cultivation of an entrepreneurial mindset due to its potential to cause diversions, reduced efficiency, and challenges in maintaining focus. For example, students who allocate excessive time to social media or other trivial online activities may lack the time or energy to establish their businesses. This is due to their inability to allocate sufficient time to these activities. Due to this mitigating influence, legislators and educators should consider the potential of utilizing smartphones to instruct individuals in entrepreneurship. Rather than prohibiting students from using computers or perceiving them as a source of diversion, educators can utilize them to facilitate the development of skills essential for becoming prosperous entrepreneurs. One potential approach to achieve this goal is integrating digital tools, mobile learning platforms, and business-oriented applications into the curriculum. Furthermore, educators can educate students on the proper utilization of smartphones, fostering favorable behaviors about smartphone usage. This guidance will significantly benefit students pursuing their aspirations of becoming entrepreneurs. This may encompass techniques for reducing interruptions, establishing hierarchies of importance, and leveraging digital resources to cultivate ingenuity and originality. The aspiration to become a digital entrepreneur is closely linked to utilizing a smartphone, possessing an entrepreneurial mindset, and various other determinants. Educators and legislators can enhance the development of entrepreneurial skills in students by recognizing the capacity of smartphones to serve as a regulating influence. This study is also critical because it is essential to get accurate information to determine a good teaching pattern for students taking entrepreneurship courses in higher education. The significance of this learning pattern lies in the fact that it is essential to consider the process of instructing students to develop the purpose of becoming active entrepreneurs in the digital world. The development of creative abilities that are designed to foster problem-solving skills might result in the development of self-control and calm thinking because these abilities are then fostered [19],[20]. Fostering self-confidence in students can encourage them to do better. The many challenges that may be faced can reduce students' interest in entrepreneurship. Still, with reasonable control and thoughts, this can maintain students' interest in developing their digital entrepreneurial orientation.

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