

Digital Entrepreneurship Education and Entrepreneurial Creativity Among Generation Z: The Mediating Roles of Social Media and Entrepreneurial Intuition

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ABSTRACT

Digital entrepreneurship education is considered important for enhancing the entrepreneurial creativity and digital capabilities of Generation Z in promoting entrepreneurial activities through social media platforms. This study aims to analyze the effect of digital entrepreneurship education on the creativity of Generation Z in promoting businesses through social media, with entrepreneurial intuition serving as a mediating variable. This study employed a quantitative research approach using Partial Least Squares Structural Equation Modeling (PLS-SEM) as the analytical technique. Data were collected through questionnaire distribution involving 700 Generation Z respondents in Indonesia. The findings indicate that digital entrepreneurship education, social media utilization, and entrepreneurial intuition have positive and significant effects on entrepreneurial creativity among Generation Z entrepreneurs in promoting businesses through social media. The results also reveal that entrepreneurial intuition and social media play important mediating roles in strengthening the relationship between digital entrepreneurship education and entrepreneurial creativity. These findings suggest that digital entrepreneurship education contributes not only to improving entrepreneurial knowledge but also to strengthening creativity, business intuition, and digital promotional capabilities among young entrepreneurs. Therefore, the development of practical entrepreneurship curricula integrated with social media utilization and entrepreneurial intuition training is essential to support the growth of innovative and competitive young entrepreneurs in the digital era.

Keywords: entrepreneurial creativity, digital entrepreneurship education, entrepreneurial intuition, Generation Z, social media

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1. INTRODUCTION

Indonesia is one of the countries with the largest population in the world. According to data published by the Central Statistics Agency (BPS), Indonesia's population reached 278.69 million people in 2023. This rapid population growth has created several socioeconomic challenges, particularly in the employment sector. The imbalance between the increasing labor force and the limited availability of job opportunities has contributed significantly to unemployment problems in Indonesia (Naz et al., 2020). Therefore, strategic efforts are required to create sustainable employment opportunities and strengthen economic development.

One of the most relevant approaches to addressing unemployment is encouraging entrepreneurship among younger generations, particularly Generation Z. Generation Z is recognized as a digitally native generation characterized by creativity, adaptability, innovation, and familiarity with digital technology (Xia et al., 2023). These characteristics position Generation Z as a group with strong potential to develop entrepreneurial activities in the digital era. Entrepreneurship among young people is increasingly viewed as an effective solution for reducing unemployment while simultaneously improving economic productivity and social welfare (Benitez et al., 2022). Consequently, strengthening entrepreneurial intention and entrepreneurial capabilities among Generation Z is considered essential for supporting national economic growth and creating new job opportunities (Oliveira & Rua, 2018; Salisu, 2020).

Entrepreneurship currently plays an important role in supporting economic growth and development because it contributes to innovation, productivity enhancement, and employment creation (Bilal et al., 2021). Entrepreneurship refers to a process involving creativity and innovation in developing products or services that provide value to society (Cheng & Adejumo, 2021). In response to these challenges, entrepreneurship education has become an increasingly important component within higher education institutions in Indonesia. Universities are expected not only to produce graduates who seek employment but also individuals capable of creating new businesses and entrepreneurial opportunities (Bergmann et al., 2018). Through entrepreneurship education, students are encouraged to develop business knowledge, entrepreneurial skills, creativity, and innovation capabilities that support entrepreneurial success in the digital era.

The advancement of digital technology has transformed the business landscape and created new opportunities for digital entrepreneurship. Social media platforms such as Instagram, TikTok, YouTube, and Facebook are no longer used solely for communication and entertainment purposes but have become important tools for marketing, promotion, and customer engagement (Muninger et al., 2019; Newman et al., 2019). Social media enables young entrepreneurs to promote products and services with relatively low financial costs while reaching wider consumer markets. This phenomenon has encouraged the emergence of digital entrepreneurship among Generation Z because digital platforms provide flexibility, accessibility, and opportunities for innovation in business activities.

Several previous studies have demonstrated that digital entrepreneurship education positively contributes to the development of entrepreneurial competencies among younger generations. Rippa and Secundo (2019) and Xia et al. (2023) argued that digital entrepreneurship education is a strong predictor of digital entrepreneurial activities because it equips individuals with the knowledge and skills required in digital business environments. Through digital entrepreneurship education, Generation Z can learn about digital marketing strategies, customer segmentation, business model development, and digital resource management (Dornelles et al., 2022; Mancuso et al., 2023). Furthermore, adequate digital entrepreneurship knowledge enables individuals to recognize business opportunities and adapt more effectively to changes in digital business environments (W. Liu et al., 2023).

In addition to enhancing entrepreneurial competencies, digital entrepreneurship education also appears to influence the utilization of social media for entrepreneurial purposes. Sahut et al. (2021) emphasized that digital entrepreneurship education positively affects the use of social media in business and learning activities. Social media has become an important platform for entrepreneurial promotion because it allows entrepreneurs to communicate directly with customers and build business networks efficiently (Kraus et al., 2018). Digital entrepreneurship education introduces Generation Z to practical strategies for utilizing social media in marketing and business promotion activities (Crittenden & Crittenden, 2015). Moreover, social media can also function as a learning medium that exposes students to entrepreneurial success stories and digital business innovations, thereby strengthening entrepreneurial engagement (Rippa & Secundo, 2019). Therefore, the following hypothesis is proposed:

H1: Digital entrepreneurship education positively affects social media utilization.

Digital entrepreneurship education is also expected to strengthen entrepreneurial intuition among Generation Z. Entrepreneurial intuition refers to the ability to recognize opportunities, make rapid business decisions, and evaluate risks based on experience and cognitive understanding (Hughes et al., 2015; Xiaobao et al., 2023). Previous studies have suggested that entrepreneurship education helps individuals develop a deeper understanding of digital business environments, including marketing strategies, digital consumer behavior, and business management processes (Bilal et al., 2021). Individuals who receive digital entrepreneurship education are more likely to develop confidence and intuitive judgment in entrepreneurial decision-making because they possess broader knowledge regarding digital business opportunities and challenges (Mancuso et al., 2023; Sahut et al., 2021). Accordingly, the following hypothesis is formulated:

H2: Digital entrepreneurship education positively affects entrepreneurial intuition.

Creativity is another important factor in entrepreneurship development. Creativity refers to the ability to generate innovative, valuable, and useful ideas that support entrepreneurial activities (Zastempowski, 2022). In entrepreneurial contexts, creativity enables individuals to develop innovative products, create effective promotional strategies, and strengthen business competitiveness (Cheng & Adejumo, 2021). Entrepreneurship education is believed to play a significant role in enhancing creativity because it encourages students to think critically, solve problems creatively, and explore new business opportunities (Tsai et al., 2023). Several universities have increasingly integrated digital entrepreneurship learning into their curricula to foster entrepreneurial creativity among students (Ratten & Usmanij, 2021). Therefore, digital entrepreneurship education is expected to strengthen entrepreneurial creativity among Generation Z. Thus, the following hypothesis is proposed:

H3: Digital entrepreneurship education positively affects entrepreneurial creativity.

Social media utilization is also closely associated with entrepreneurial creativity. Social media platforms provide opportunities for entrepreneurs to interact with consumers, observe market trends, and develop innovative promotional content (Tajpour et al., 2023). Through social media, Generation Z entrepreneurs can access entrepreneurial information, observe successful business practices, and engage with digital communities that stimulate creative thinking and innovation. Previous studies have shown that social media utilization positively influences entrepreneurial innovation and business sustainability because it facilitates communication and market expansion (Aderogba, 2022). Therefore, social media utilization is expected to enhance creativity in entrepreneurial promotion activities.

H4: Social media positively affects entrepreneurial creativity.

Entrepreneurial intuition is also considered an important determinant of entrepreneurial creativity. Entrepreneurial intuition enables individuals to recognize business opportunities, evaluate uncertain situations, and make strategic decisions efficiently (Castellano et al., 2014; Krasniqi et al., 2019). Intuitive thinking supports entrepreneurs in generating innovative ideas and adapting rapidly to changing business environments. Tajpour et al. (2023) argued that intuition helps entrepreneurs identify opportunities through rapid cognitive processes that are not entirely dependent on analytical reasoning. Consequently, entrepreneurial intuition is expected to contribute positively to entrepreneurial creativity in digital business promotion.

H5: Entrepreneurial intuition positively affects entrepreneurial creativity.

In addition to direct relationships among variables, this study also examines the mediating roles of social media utilization and entrepreneurial intuition in the relationship between digital entrepreneurship education and entrepreneurial creativity. Previous studies have suggested that entrepreneurship education strengthens entrepreneurial competencies indirectly by enhancing digital engagement and intuitive business capabilities (Al-Mamary & Alraja, 2022; Choi & Markham, 2019). Through digital entrepreneurship education, Generation Z gains knowledge regarding digital marketing, customer engagement, and business innovation, which subsequently

improves social media utilization and entrepreneurial intuition. These improvements eventually contribute to higher levels of entrepreneurial creativity (Colombelli et al., 2024).

H6: Social media mediates the relationship between digital entrepreneurship education and entrepreneurial creativity.

H7: Entrepreneurial intuition mediates the relationship between digital entrepreneurship education and entrepreneurial creativity.

Based on the proposed hypotheses, the conceptual framework of this study is presented in Figure 1.

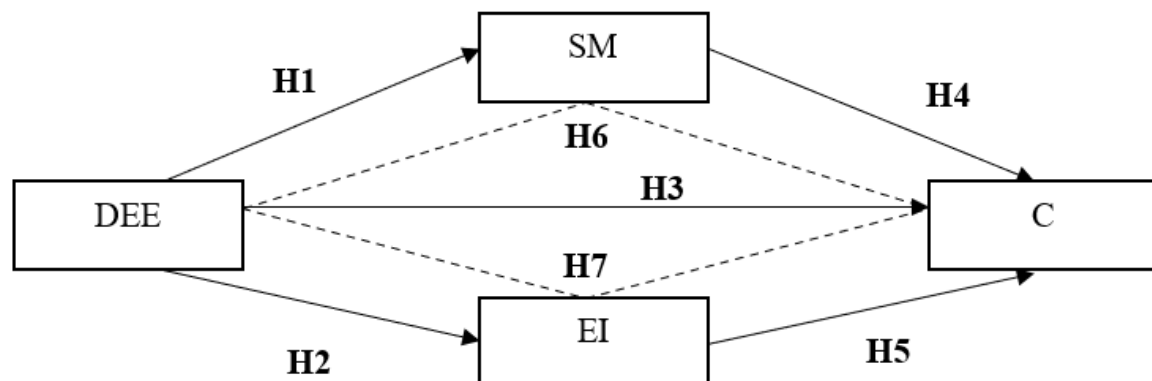


Figure 1. Conceptual framework

2. METHOD

2.1 Research Design

This study employed a quantitative research approach to examine the relationships among digital entrepreneurship education, social media utilization, entrepreneurial intuition, and creativity in promoting entrepreneurship among Generation Z. Quantitative research was considered appropriate because this study aimed to test the proposed hypotheses and measure the relationships among variables objectively through statistical analysis.

The population of this study consisted of Generation Z individuals who had been exposed to entrepreneurship education and actively utilized social media platforms. Data were collected using a structured questionnaire distributed online. The questionnaire began with a brief explanation regarding the objectives of the study, instructions for completing the questionnaire, and respondents' demographic information, including age, gender, entrepreneurial status, and domicile.

2.2 Measurement of Variables

The research variables were measured using a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The measurement items were adapted from previous studies relevant to digital entrepreneurship and social media research. Digital entrepreneurship education, as the independent variable, was measured using several indicators, including: (1) entrepreneurship education models that encourage creative ideas in formal learning environments; (2) classroom learning models that provide essential entrepreneurial knowledge; (3) entrepreneurship education that develops entrepreneurial skills and competencies; and (4) educational activities that integrate entrepreneurship materials and provide opportunities for entrepreneurial practice.

Social media utilization was measured through indicators consisting of: (1) the variety of social media platforms used; (2) the utilization of social media features; (3) customer engagement; and (4) increased business awareness through social media activities. Entrepreneurial intuition was measured using indicators such as: (1) speed in making business decisions; (2) willingness to take risks; (3) action-oriented behavior; (4) the ability to identify and utilize business opportunities; and (5) open-minded and creative thinking. The dependent

variable, namely entrepreneurial creativity in promoting entrepreneurship, was measured using indicators including: (1) diversity of promotional strategies on social media; (2) innovation in promotional content; (3) promotional reach through social media platforms; and (4) product branding capability.

2.3 Data Analysis Technique

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 3 software. The PLS-SEM approach was selected because it is suitable for analyzing complex relationships among latent variables and testing predictive research models.

The analysis consisted of two stages, namely the measurement model evaluation and the structural model evaluation. The measurement model evaluation aimed to assess the validity and reliability of the research instruments. Convergent validity was evaluated using factor loadings and Average Variance Extracted (AVE), with acceptable thresholds of loading factors greater than 0.70 and AVE values greater than 0.50 (Hair et al., 2017). Discriminant validity was assessed using cross-loading values and the Fornell–Larcker criterion. Reliability testing was conducted using Cronbach’s alpha, composite reliability (ρ_c), and ρ_a , with threshold values above 0.70 indicating acceptable reliability (Hair et al., 2020).

Furthermore, the structural model evaluation was conducted to examine the significance of the hypothesized relationships among variables. Hypothesis testing was based on the p-value criterion of less than 0.05. The coefficient of determination (R^2) was used to evaluate the predictive accuracy of the model, where values of 0.75, 0.50, and 0.25 indicated substantial, moderate, and weak explanatory power, respectively. In addition, effect size (f^2) values of 0.02, 0.15, and 0.35 represented small, medium, and large effects, respectively (Hair et al., 2017).

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Demographic Profile

The findings of this study were obtained from responses provided by 700 Generation Z respondents in Indonesia. The demographic characteristics of the respondents are presented in Table 1. The majority of respondents were female, accounting for 91.04% of the total sample, while male respondents represented 8.96%. Based on age distribution, most respondents were between 16–21 years old (84.83%), followed by respondents aged 22–25 years (11.63%) and 26–28 years (3.54%).

Furthermore, the majority of respondents were domiciled in Sulawesi Island (97.50%), while respondents from Kalimantan Island accounted for 2.50%. The findings also indicate that 91.2% of respondents came from families with entrepreneurial or business backgrounds. This demographic profile suggests that most respondents were young individuals who were relatively familiar with entrepreneurial environments and digital technology utilization.

Table 1. Demographic Profiles

Description	Values	Percent	Detail
Gender	Female	91.04%	The dominance of female respondents reflects the higher participation of female Generation Z students in entrepreneurship-related activities and online survey participation.
	Male	8.96%	
Age	16–21	84.83%	The majority of respondents were aged between 16–21 years
	22–25	11.63%	
	26–28	3.54%	

Domicile	Sulawesi	97.50%	Most respondents were domiciled in Sulawesi Island
	Kalimantan	2.50%	
Family business background	Yes	91.2%	Most respondents came from entrepreneurial families
	No	8.8%	

3.1.2 Measurement Model

At the initial stage, validity and reliability testing were conducted to ensure the quality and consistency of the research data. Table 2 and Figure 2 demonstrate that all loading factor values exceeded 0.70 and all Average Variance Extracted (AVE) values were above 0.50, indicating that the measurement model satisfied the requirements of convergent validity.

Discriminant validity was subsequently assessed using cross-loading values and the Fornell-Larcker criterion presented in Table 3. The results indicate that each latent construct exhibited higher loading values on its respective indicators than on other constructs, while the square root of AVE values was greater than the correlations among constructs. These findings confirm that the model achieved adequate discriminant validity.

Reliability testing further revealed satisfactory results. As shown in Table 2, the values of Cronbach's Alpha, rho_A, and Composite Reliability for all constructs exceeded the recommended threshold of 0.70. Therefore, all latent variables in this study can be considered reliable and internally consistent.

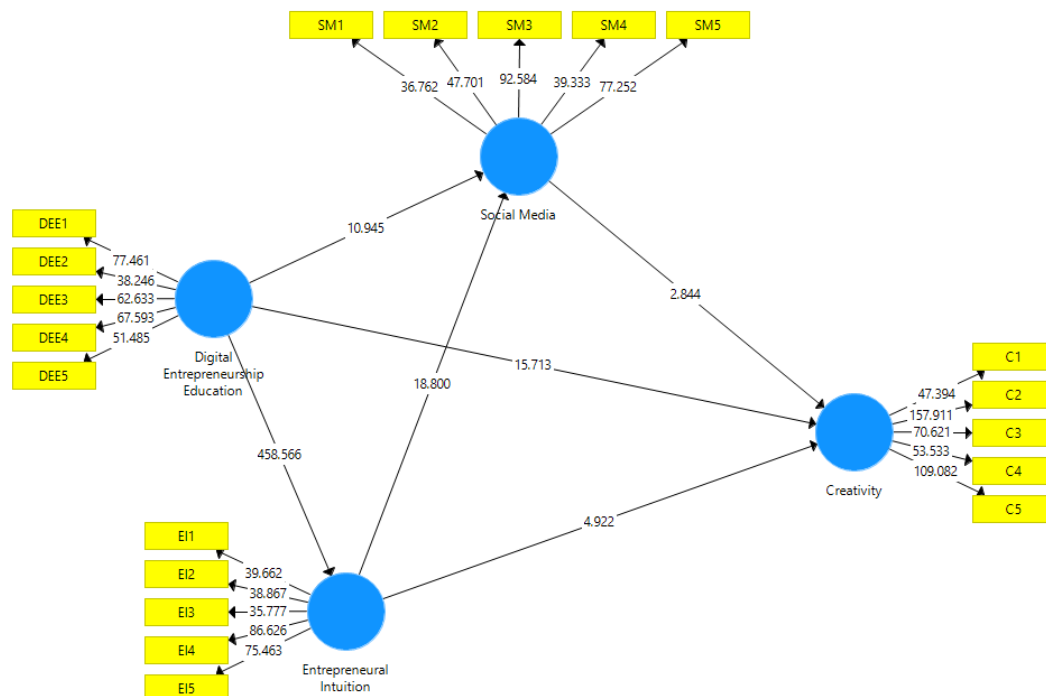


Figure 2. Measurement Model Results

3.1.3 Convergent Validity and Reliability

Convergent validity testing was conducted to determine whether the indicators consistently measured the intended constructs. According to Hair et al. (2020), loading factor values above 0.70 indicate acceptable convergent validity. As presented in Table 2, the five indicators of Digital Entrepreneurship Education (DEE) showed loading factor values ranging from 0.819 to 0.878, exceeding the required threshold.

Similarly, all indicators of Social Media (SM), Creativity (C), and Entrepreneurial Intuition (EI) also demonstrated loading factor values above 0.70, confirming that all constructs fulfilled the requirements of convergent validity. Furthermore, the AVE values of all constructs exceeded 0.50, indicating that the indicators explained a substantial proportion of variance within each construct.

The reliability results also confirmed the internal consistency of the measurement model. The values of Cronbach's Alpha, rho_A, and Composite Reliability for all constructs were above 0.70, demonstrating that the instruments used in this study were reliable.

Table 2. Convergent Validity and Reliability

Construct	Item	Loading Factors	AVE	Cronbach's Alpha	Rho_A	Composite Reliability
DEE	DEE1	0.874	0.735	0.910	0.911	0.933
	DEE2	0.819				
	DEE3	0.858				
	DEE4	0.859				
	DEE5	0.878				
SM	SM1	0.843	0.745	0.930	0.916	0.936
	SM2	0.865				
	SM3	0.901				
	SM4	0.826				
	SM5	0.877				
C	C1	0.868	0.783	1.000	0.931	0.948
	C2	0.929				
	C3	0.869				
	C4	0.834				
	C5	0.922				
EI	EI1	0.842	0.718	0.901	0.903	0.927
	EI2	0.815				
	EI3	0.831				
	EI4	0.876				
	EI5	0.869				

The next stage involved assessing discriminant validity by examining cross-loading values and the Fornell-Larcker criterion. Following Hair et al. (2020), cross-loading values greater than 0.70 indicate satisfactory discriminant validity. As presented in Table 3, all constructs, including DEE, SM, C, and EI, achieved cross-loading values above 0.70. Therefore, all constructs met the criteria for discriminant validity.

Table 3. Discriminant Validity

Construct	Item	Cross-Loading				Fornell-Larcker			
		DEE	SM	C	EI	DEE	SM	C	EI
DEE	DEE1	0.874	0.879	0.788	0.874	0.868	0.923	0.955	0.767
	DEE2	0.819	0.828	0.719	0.810				
	DEE3	0.858	0.774	0.838	0.763				
	DEE4	0.859	0.802	0.921	0.866				
	DEE5	0.875	0.830	0.822	0.819				
SM	SM1	0.770	0.843	0.758	0.835	0.906	0.917	0.969	
	SM2	0.830	0.865	0.821	0.825				
	SM3	0.856	0.901	0.872	0.848				
	SM4	0.807	0.826	0.711	0.801				
	SM5	0.871	0.877	0.785	0.870				

C	C1	0.805	0.781	0.868	0.799	0.885	0.678
	C2	0.864	0.813	0.929	0.872		
	C3	0.853	0.895	0.869	0.846		
	C4	0.848	0.766	0.834	0.756		
	C5	0.854	0.800	0.922	0.862		
EI	EI1	0.769	0.747	0.769	0.842	0.847	
	EI2	0.818	0.831	0.721	0.815		
	EI3	0.763	0.835	0.751	0.831		
	EI4	0.867	0.817	0.931	0.876		
	EI5	0.863	0.871	0.777	0.869		

3.1.3 Structural Model

The structural model analysis was conducted using SmartPLS 3 software to examine the relationships among the variables and test the proposed hypotheses. Table 4 presents the contribution of the independent variables to the dependent variables. The results demonstrate that the model possesses strong explanatory power, as indicated by the R^2 and f^2 values.

Hypothesis testing was conducted using the bootstrapping procedure with the criteria of t-statistics > 1.645 and p-values < 0.05. As shown in Table 4 and Figure 3, all proposed hypotheses were supported, with t-statistics ranging from 2.559 to 458.566. The strongest relationship was identified in the effect of Digital Entrepreneurship Education (DEE) on Entrepreneurial Intuition (EI), which produced the highest t-statistic value (458.566). Meanwhile, the weakest relationship was observed in the indirect effect of DEE on Creativity (C) through Social Media (SM).

The findings further reveal that Social Media successfully mediated the relationship between DEE and Creativity, as well as the relationship between Entrepreneurial Intuition and Creativity. In addition, Entrepreneurial Intuition also mediated the relationship between Digital Entrepreneurship Education and Creativity. These findings indicate that digital entrepreneurship education not only directly influences creativity but also strengthens entrepreneurial creativity indirectly through social media utilization and entrepreneurial intuition.

Table 4. Structural Model

Hypothesis Testing results	HYPOTHESES	Std. β	T Statistic	P Values	Result	Model Parameter	Variabel	Nilai dan Kategori
Direct Effect	DEE → SM	0,278	10.945	0.000	Supported	R^2	SM	0.947 (Strong)
	DEE → EI	0,624	458.566	0.000	Supported		C	0.916 (Strong)
	DEE → C	0,522	15.713	0.000	Supported		EI	0.931 (Strong)
	SM → C	0,266	2.844	0.005	Supported			
	EI → C	0,139	4.922	0.000	Supported			
Indirect Effect	DEE → SM → C	0.139	2.559	0.011	Supported	F^2	DEE → SM	0.923 (Strong)
	DEE → EI → C	0.266	4.924	0.000	Supported		DEE → EI	0.767 (Strong)
							DEE → C	0.798 (Strong)

SM → C	0.648 (Strong)
EI → C	0.501 (Currentl y)

3.2 Discussion

The findings of this study demonstrate that Generation Z possesses various positive characteristics, including creativity and strong adaptability to digital technology, which support the development of digital entrepreneurship. This study specifically examined the influence of digital entrepreneurship education on entrepreneurial creativity among Generation Z in promoting entrepreneurship through social media platforms.

The results indicate that digital entrepreneurship education has a positive and significant effect on entrepreneurial creativity in entrepreneurship promotion. This finding suggests that individuals who receive stronger entrepreneurship education tend to demonstrate higher levels of creativity in developing and promoting business activities. The findings support previous studies conducted by Colombelli et al. (2024), which argued that digital entrepreneurship education not only provides entrepreneurial knowledge but also develops practical skills related to establishing and expanding digital businesses.

The positive relationship between digital entrepreneurship education and creativity may be explained by the ability of entrepreneurship education to enhance cognitive knowledge, innovation capability, and opportunity recognition among Generation Z. Entrepreneurship education equips students with knowledge regarding business development, market opportunities, funding strategies, and digital entrepreneurship practices, which subsequently strengthen their entrepreneurial competencies (Colombo & Piva, 2020).

This study also confirms previous findings showing a strong relationship between entrepreneurship knowledge and entrepreneurial intention in digital contexts (Udekwe & Iwu, 2024). Entrepreneurship education encourages Generation Z to engage in entrepreneurial activities by increasing awareness of digital business opportunities and strengthening confidence in entrepreneurial capabilities (Bergmann et al., 2018). Furthermore, digital entrepreneurship education appears to be relatively effective among Indonesian Generation Z in fostering entrepreneurial competencies and digital business readiness (Wibowo et al., 2023).

The findings further reveal that social media utilization has a positive and significant effect on entrepreneurial intuition. In addition to influencing creativity, digital entrepreneurship education also contributes positively to the use of social media and the development of entrepreneurial intuition (Hübscher & Von Mering, 2022). This result suggests that entrepreneurship education can expose Generation Z to successful entrepreneurial experiences and digital business practices, thereby strengthening intuitive business decision-making abilities.

Within the context of this study, Generation Z respondents demonstrated strong professional aspirations toward entrepreneurship. Entrepreneurial intuition enables individuals to design marketing strategies, evaluate business opportunities, and make decisions related to investment and business development. Previous studies have similarly suggested that entrepreneurial exposure within educational environments can motivate students to pursue digital entrepreneurship (Weligodapola et al., 2023).

The results also indicate that social media plays an important role in strengthens entrepreneurial creativity among Generation Z entrepreneurs. Social media platforms facilitate communication between producers and consumers and provide opportunities for business promotion, branding, and customer engagement (Drummond et al., 2018). Therefore, educators and practitioners should encourage Generation Z to utilize social media strategically and responsibly in entrepreneurial activities (Tajpour et al., 2023).

Another important finding is that digital entrepreneurship education significantly

influences the utilization of social media among Generation Z (Drummond et al., 2018). The stronger the entrepreneurship education received by individuals, the more intensive their use of social media for business-related activities. This finding supports previous studies suggesting that entrepreneurship education shapes entrepreneurial mindset, opportunity recognition, and business preparedness among young entrepreneurs (Haynie et al., 2013).

In addition, the study confirms that entrepreneurial intuition positively affects creativity in promoting entrepreneurship through social media. Individuals with strong entrepreneurial intuition tend to demonstrate higher creativity and innovation in developing promotional strategies and identifying business opportunities (Udekwe & Iwu, 2024). Entrepreneurial intuition also contributes to confidence in managing uncertainty and making strategic business decisions.

The relationship between Digital Entrepreneurship Education (DEE) and Entrepreneurial Intuition (EI) was found to be particularly strong among Indonesian Generation Z respondents. This finding reinforces earlier studies conducted by Colombelli et al. (2024) and Xiaobao et al. (2023), which emphasized the importance of entrepreneurship education in shaping entrepreneurial mindset and business intuition. Through entrepreneurship education, individuals acquire deeper understanding of business opportunities, digital transformation, and innovation processes, which ultimately enhance entrepreneurial intuition.

Furthermore, entrepreneurial intuition contributes significantly to entrepreneurial creativity in entrepreneurship promotion. Individuals with strong intuition are more capable of identifying opportunities, recognizing market trends, and developing innovative promotional content through digital platforms (Moles et al., 2023). This finding supports Mancuso et al. (2023), who argued that higher entrepreneurial capability increases the likelihood of successfully establishing and developing digital businesses.

Finally, this study demonstrates that digital entrepreneurship education indirectly affects creativity through the mediating roles of social media and entrepreneurial intuition. The mediation results indicate that entrepreneurship education strengthens individuals' ability to utilize digital platforms effectively while simultaneously enhancing entrepreneurial intuition, both of which contribute to higher creativity in promoting entrepreneurship. These findings are consistent with previous studies conducted by Drummond et al. (2018) and Tsai et al. (2023), which highlighted the important role of entrepreneurship education in fostering entrepreneurial creativity through digital technology utilization.

This study provides several theoretical contributions to the digital entrepreneurship literature. First, this study extends previous research by integrating digital entrepreneurship education, social media utilization, entrepreneurial intuition, and entrepreneurial creativity within a single explanatory framework. While earlier studies generally examined these variables separately, this study demonstrates that entrepreneurial creativity among Generation Z is influenced not only directly by entrepreneurship education but also indirectly through the mediating roles of social media utilization and entrepreneurial intuition. Second, this study contributes to the entrepreneurship education literature by highlighting entrepreneurial intuition as an important psychological mechanism that strengthens entrepreneurial creativity in digital business contexts. Third, this study offers a contextual contribution by focusing on Generation Z in Indonesia as an emerging economy setting, where digital transformation and social media adoption continue to grow rapidly. The findings suggest that digital entrepreneurship education in emerging economies should not only emphasize business knowledge acquisition but also focus on strengthening intuitive decision-making abilities and digital communication competencies to support sustainable entrepreneurial development among younger generations.

4. CONCLUSIONS AND SUGGESTION

This study confirms that digital entrepreneurship education plays an important role in enhancing the entrepreneurial creativity of Generation Z in promoting entrepreneurial activities through social media platforms. The findings obtained from the PLS-SEM analysis demonstrate that digital entrepreneurship education, which includes digital-based entrepreneurial materials and learning methods, has a positive and significant influence on the development of creative promotional strategies on social media. The study also reveals that digital entrepreneurship education contributes to strengthening entrepreneurial intuition among Generation Z, enabling them to make business-related decisions more effectively and efficiently. Strong entrepreneurial intuition further encourages entrepreneurial creativity in utilizing social media as an effective marketing and business communication tool.

The findings indicate that strengthening entrepreneurial capabilities among younger generations through adaptive digital entrepreneurship education has become increasingly important in the current digital era. Entrepreneurship education should not only emphasize theoretical understanding but also focus on practical digital business skills, innovation development, social media utilization, and entrepreneurial decision-making abilities. Therefore, the development of more contextual and practice-oriented curricula aligned with digital business trends is necessary to optimize the entrepreneurial potential and creativity of Generation Z. Such efforts are expected to contribute to reducing unemployment rates in Indonesia through the emergence of innovative and competitive young entrepreneurs.

This study also provides several important contributions to the digital entrepreneurship literature. First, the study develops an integrated framework linking digital entrepreneurship education, social media utilization, entrepreneurial intuition, and entrepreneurial creativity within the context of Generation Z. Second, the findings highlight entrepreneurial intuition as an important psychological mechanism that strengthens entrepreneurial creativity in digital business activities. Third, this study contributes contextual insights from an emerging economy perspective, particularly Indonesia, where digital transformation and social media adoption continue to grow rapidly among younger generations.

From a managerial perspective, the findings suggest that higher education institutions should redesign entrepreneurship curricula to align more closely with digital business developments. Courses related to digital marketing strategies, social media promotion, content creation, and technology-based business innovation should be integrated into entrepreneurship education programs. In addition, learning methods should be designed to be more interactive and practice-oriented through the utilization of digital platforms and real business simulations.

The findings also provide implications for policymakers and government institutions. The government is encouraged to support the establishment of business incubation centers within universities that provide access to digital technology training, entrepreneurial mentoring, and startup development programs. Furthermore, policies related to startup funding access and business licensing procedures should continue to be improved in order to create a more supportive ecosystem for young entrepreneurs, particularly Generation Z. For the business sector, companies and experienced entrepreneurs are encouraged to provide internship opportunities, mentoring programs, and collaborative projects for young entrepreneurs. Such initiatives can enrich the practical knowledge and entrepreneurial intuition of Generation Z, enabling them to gain direct exposure to real business environments and improve their readiness to establish independent startups.

Despite these contributions, this study has several limitations. First, the respondents were predominantly female, which may limit the generalizability of the findings. Second, most respondents were concentrated in specific geographical areas, particularly Sulawesi, which may not fully represent the broader characteristics of Generation Z in Indonesia. Future studies are recommended to involve larger and more diverse samples across different regions and cultural backgrounds. Further research may also incorporate additional control variables, longitudinal

approaches, or comparative cross-country analyses to obtain broader insights into digital entrepreneurship development among Generation Z.

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