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The Influence of E-Commerce Utilization and Self-Efficacy on Entrepreneurial Intentions Among Economics and Business Faculty University of Lampung

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Abstrak

Peningkatan niat berwirausaha di kalangan mahasiswa merupakan tren signifikan yang mencerminkan pergeseran ekonomi dan pendidikan yang lebih luas. Penelitian ini bertujuan untuk mengkaji pengaruh pemanfaatan *e-commerce* dan efikasi diri terhadap niat berwirausaha mahasiswa Fakultas Ekonomi dan Bisnis Universitas Lampung. Penelitian ini menggunakan pendekatan kuantitatif, data primer dikumpulkan melalui penyebaran kuesioner kepada 237 mahasiswa. Analisis dilakukan menggunakan regresi linier sederhana untuk mengevaluasi hubungan antara variabel pemanfaatan *e-commerce*, efikasi diri, dan niat berwirausaha. Hasil penelitian menunjukkan bahwa baik pemanfaatan *e-commerce* maupun efikasi diri memiliki pengaruh positif dan signifikan terhadap niat berwirausaha mahasiswa FEB Universitas Lampung. Berdasarkan temuan tersebut, disarankan agar mahasiswa aktif mengikuti kegiatan yang mendukung peningkatan pemahaman dan keterampilan *e-commerce*, penguatan efikasi diri, serta eksplorasi potensi dan peluang dalam dunia kewirausahaan.

Kata Kunci: *Pemanfaatan E-Commerce; Efikasi Diri; Niat Berwirausaha*

Abstract

The increase in entrepreneurial intentions among students is a significant trend that reflects broader shifts in the economy and education. This study aims to examine the impact of e-commerce utilization and self-efficacy on the entrepreneurial intentions of students at the Faculty of Economics and Business, University of Lampung. Using a quantitative approach, primary data was collected through questionnaires distributed to 237 students. The analysis was conducted using simple linear regression to evaluate the relationship between the variables of e-commerce utilization, self-efficacy, and entrepreneurial intentions. The results of the study indicate that both e-commerce utilization and self-efficacy have a positive and significant impact on the entrepreneurial intentions of students at FEB University of Lampung. Based on these findings, it is recommended that students actively participate in activities that enhance their understanding and skills in e-commerce, strengthen self-efficacy, and explore potential opportunities in the entrepreneurial field.

Keywords: *E-Commerce Utilization; Self Efficacy; Entrepreneurial Intentions*

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INTRODUCTION

Recent trends show a significant rise in entrepreneurial interest among university students, reflecting broader economic and educational shifts. This development is fueled by technological advances facilitating easier access to information and capital, growing awareness of financial independence, and recognition of entrepreneurship's contribution to innovation and job creation (Aini & Oktafani, 2020).

The research examines how e-commerce utilization and self-efficacy affect entrepreneurial intentions among Economics and Business Faculty students at Lampung University. Despite the university's commitment to entrepreneurship education through mandatory courses, preliminary research revealed that while 92.5% of student respondents intended to use e-commerce in the future and 85% demonstrated high self-efficacy, 57.5% did not consider entrepreneurship as a career choice. This contradiction forms the core research problem: why do students with technical capability and confidence still show limited entrepreneurial intentions?

E-commerce provides students significant opportunities to start online businesses with relatively low capital requirements and increasingly easy access to digital platforms. As digital natives, today's students can leverage technological advances for entrepreneurial ventures (Widagdo, 2020). E-commerce platforms offer conveniences unavailable in traditional commerce, including continuous access, extensive product selection, and easy price comparison (Nufus et al., 2024). Lestari (2021) found that e-commerce positively influences entrepreneurial decision-making, though Putri and Wardana (2023) contradictorily reported no significant influence, creating a research gap.

Self-efficacy—one's understanding of their ability to succeed in tasks—represents another critical factor affecting entrepreneurial intentions. Described by Baron and Greenberg as self-confidence in problem-solving (Santi et al., 2017), self-efficacy influences entrepreneurial desire by bolstering confidence to launch businesses. Nurningsih et al. (2024) confirmed a positive relationship between self-efficacy and entrepreneurial intentions. Students with higher self-efficacy demonstrate better achievement than those with lower self-efficacy (Ormrod, 2009, in Framita, 2024) and maintain more optimistic self-perceptions. These students typically take more risks, enthusiastically seek opportunities, persist in business planning and execution, and develop mental resilience necessary for adaptation and learning. However, Winastiningsih and Malinda (2022) found no significant positive relationship between self-efficacy and entrepreneurial intentions, presenting another research gap.

The entrepreneurial process demands self-efficacy for business success, particularly in dynamic sectors like e-commerce. High self-awareness drives intrinsic motivation to take action toward goals and achieve business success (Lee, 2024). When students believe they can overcome challenges, they more enthusiastically seek solutions, innovate, and face risks.

Previous research has not adequately combined e-commerce and self-efficacy variables in relation to entrepreneurial intentions. This research gap represents a significant opportunity to explore how these two increasingly important factors might work together to influence students' entrepreneurial aspirations. While studies have examined these variables separately, their combined effect could provide valuable insights for educational institutions seeking to foster entrepreneurial mindsets among students.

Two crucial research issues are investigated in this work to fill this gap. The first question is if e-commerce use affects Lampung University Economics and Business Faculty students' entrepreneurial inclinations. As digital commerce platforms become more accessible and essential to contemporary company operations, knowing how students' acquaintance with them influences their entrepreneurial goals might have crucial educational and policy ramifications. Second, the study explores whether students' self-efficacy—confidence in their abilities—affects their entrepreneurial goals. This psychological element has been demonstrated to impact achievement-oriented behaviors, but its relevance in Indonesian university students' entrepreneurial intents, especially when evaluated with technology aspects like e-commerce use, is unknown.
The study targets 2021-2023 students from Economics and Business Faculty, University of Lampung. Its theoretical contributions expanded entrepreneurial knowledge and provided source material for future academics studying comparable issues. Practically, the research applies theories while improving student entrepreneurship knowledge and perhaps increasing university entrepreneurial intents.

METHODOLOGY

Research Design

Donald R. Cooper and Pamela S. Schindler (2017) define a research design as a systematic strategy that specifies tasks, dates, research questions, and data collecting instructions to identify variable correlations within a framework. Creswell (2018) describes a quantitative approach as an assessment of social or human problems based on the testing of hypotheses including quantifiable variables assessed using statistical tools to assess theory generalizations. Punch, referenced in Ali et al. (2022), defines quantitative research as empirical data represented mathematically. Coding the data helps identify patterns that may be processed and evaluated before forming conclusions. Hypothesis testing tests assumptions and inter-variable connections (Sekaran & Bougie, 2019).

Data Source and Data Collection Method

Primary and secondary sources provide research data, according to Sekaran and Bougie (2019). Primary data is data obtained directly by the researcher on study variables. According to Sujarweni (2022), surveys, focus group discussions, panels, and researcher-participant interviews collect primary data from respondents. Secondary data comes from existing sources. According to Sujarweni (2022), secondary data comes from written records, books, journals, financial reports,

government papers, scholarly publications, and other relevant literature. This data supplements primary data. This study uses primary data from and secondary data from books, earlier research, and academic literature to enhance its conclusions. The questionnaire is the main data gathering tool in this research. According to Sekaran and Bougie (2019), a questionnaire is an organized series of written questions with clearly defined response possibilities for respondents to answer. This study uses a five-point Likert scale, with 5 indicating "strongly agree" and 1 indicating "strongly disagree." According to Ghozali (2021), the Likert scale, employed in questionnaires, is an ordinal scale that measures agreement. Surveys and secondary data from books, earlier study, and academic literature support research conclusions.

Population and Sample

According to Budiastuti and Bandur (2018), a population is the total set of units or components a researcher studies. This study involves undergraduate students from the University of Lampung Faculty of Economics and Business who are (1) enrolled in the 2021–2023 academic year and (2) have completed entrepreneurship-related curriculum. The following criteria apply to undergraduates in Management, Accounting, Digital Business, and Economics and Development Studies. This research included 2,175 students based on these criteria.

Budiastuti and Bandur (2018) define a sample as a subset of the population chosen for study. This research uses non-probability sampling, thus not everyone has an equal chance of getting picked (Sekaran, 2019). Purposive sampling chooses respondents based on study objectives-relevant criteria. Participants are selected using criteria to ensure they are the best providers of information. The researcher uses Hair et al. (2015)'s method to estimate the sample size, which is 5 to 10 times the number of indicators. The minimal sample size for this research with 22 indicators is 220. For more accurate and representative findings, the researcher extended the sample to 240 respondents to reduce questionnaire mistakes.

Research Operational Definition

Any attribute that may change value is a variable, according to Uma Sekaran (2019). Variations may occur between persons or items, or even within the same at various periods. Sekaran (2019) defines independent variables as those that affect others. They may affect the dependent variable positively or negatively. When the independent variable changes, the dependent variable should too. E-commerce use and self-efficacy are hypothesized to effect students' entrepreneurial ambition in this research. The study focuses on the dependent variable, or outcome variable. According to Sekaran (2019), the dependent variable is the consequence of the independent factors. This research examines entrepreneurial intention, which is thought to be affected by student e-commerce use and self-efficacy.

According to Sekaran and Bougie (2019), operational definitions make abstract notions quantifiable. Variables let researchers find and evaluate links between phenomena. Variables vary based on who or what is seen and when. The independent factors are e-commerce use and self-efficacy, while the dependent variable is entrepreneurial intention. Sekaran (2019) highlights that independent factors generate causal linkages and dependent variables reflect outcomes. Jihui Shi and colleagues (2020) describe e-commerce use as an individual's intentional decision to use it for business. This variable covers desire to continue utilizing e-commerce, forecast of future usage, acknowledgment of its importance for corporate operations, daily integration, and frequency of expected use. Students' e-commerce uptake and attitudes

are tested using a Likert scale. Schwarzer and Jerusalem in Novrianto et al. (2019) define self-efficacy as the conviction that one can manage new or difficult activities and overcome barriers. Some qualities include confidence in problem-solving, behavior in difficult circumstances, confidence in reaching objectives, and capacity to execute. A Likert scale measures students' entrepreneurial confidence. According to Tsordia and Papadimitriou (2015), entrepreneurial intention is the mentality that motivates people to pursue entrepreneurship rather than corporate employment. This variable includes readiness to start a business, professional goals, willingness to start business ventures, determination to create a business, serious consideration of entrepreneurship, short-term business plans, and career preference for entrepreneurship. Students' entrepreneurial inclinations are assessed using Likert scale answers.

Research Instrument Test

Validity is how well an instrument measures the notion it's supposed to. Uma Sekaran (2019) defines validity as questionnaire items' ability to reflect a variable. Ghozali (2021) states that the validity test checks if questionnaire statements are valid and can measure what they should. According to Hair et al. (2015), an indicator is genuine if its Kaiser-Meyer-Olkin (KMO) value surpasses 0.5. Factor analysis appropriateness is assessed using KMO values from 0 to 1. KMO values below 0.5 imply factor analysis is unsuitable, while values over 0.5 show feasibility. Reliability is measuring consistency and stability. Sekaran (2019) describes it as an instrument's consistency. Ghozali (2021) says a valid questionnaire monitors the targeted variable throughout time. The Cronbach's Alpha (α) coefficient measures dependability. A reliability rating of 0.70 implies satisfactory dependability. Therefore, structures with Cronbach's Alpha values over 0.70 are trustworthy.

Classical Assumption Test

Valid regression analysis requires normality testing to determine if the dataset follows a normal distribution. According to Gunawan (2020), successful regression models assume regularly distributed data. This research tests data normality using the Kolmogorov-Smirnov test, which compares the sample distribution to a normal distribution with equal mean and standard deviation (Siregar, 2015). Asymp. Sig (2-tailed) > 0.05 indicates regularly distributed data. A number below 0.05 indicates non-normal data. Multicollinearity testing determines if regression model independent variables are highly correlated. A robust regression model should not have multicollinearity (Ghozali, 2021). Use tolerance and variance inflation factor (VIF) values to find this problem. A tolerance value over 0.100 and a VIF below 10 imply no multicollinearity. Heteroscedasticity testing detects residual variance differences between observations (Ghozali, 2017). Effective models meet the homoscedasticity assumption. Data are homoscedastic if independent variable significance probabilities surpass 0.05. Otherwise, heteroscedasticity indicates regression estimate inefficiency.

Data Analysis Technique

Data analysis is done in IBM SPSS Statistics 27 using descriptive statistics and simple linear regression. Descriptive statistics simplify data summary and help comprehend study factors. Descriptive statistics use mean, standard deviation, minimum, maximum, and range to describe data, according to Ghozali (2021). The mean is the central tendency, while the standard deviation shows data point variability. These statistical measurements illuminate the distribution and properties of each study variable.

Simple linear regression is used for inferential analysis to determine how each independent variable affects the dependent variable. Regression analysis estimates or predicts the mean of a dependent variable based on known values of one or more independent variables, according to Gujarati (Ghozali, 2021). The regression model in this research is: $Y = \beta1X1 + \beta2X2$, where Y represents students' entrepreneurial goals, X1 represents e-commerce use, and X2 represents self-efficacy. Hypothesis testing uses the t-test to determine each independent variable's influence on the dependent variable. If the one-tailed p-value is < 0.05, the independent variable substantially affects the dependent variable. Additionally, the coefficient of determination (R^2) measures the contribution of e-commerce use and self-efficacy to entrepreneurial intention variation. An R^2 value around 1 indicates significant model explanatory power, whereas a lower value indicates limited independent variable effect on the dependent variable (Ghozali, 2021).

RESULT AND DISCUSSION

Respondent Characteristics

The planned population requirements were satisfied by 240 questionnaire recipients in this research. These 237 questionnaires were valid and eligible for analysis, demonstrating a sufficient sample size to correctly represent the intended population. The last three surveys failed to fulfill requirements and were eliminated. Valid data were processed and evaluated to answer research questions and test study hypotheses. Participant characteristics show a diversified background. A small majority of responders were female (54% vs. 46%). Most respondents—79.3%—are 20–22 years old. The smallest group is 23–25, with 4.7%, while 17–19 make up 16%. When viewed by academic major, nearly half of the respondents are from the Management department (44.3%), followed by Accounting (24.5%), Development Economics (19.9%), and Digital Business (11.3%). This diversity of academic disciplines strengthens the subject by adding economics and business insights.

In terms of academic year, the majority of respondents are from the 2021 cohort, accounting for 57.8%, with the remaining participants divided between 2022 (19.9%) and 2023 (22.3%). Additionally, 69.6% of respondents had owned a firm, demonstrating a strong entrepreneurial ambition. The remaining 30.4% have not started a company. All respondents reported experience using e-commerce platforms, demonstrating the widespread adoption of digital tools for business and transactions. However, their frequency of e-commerce usage varies: nearly half use it rarely (1–2 times a month), a similar proportion use it moderately (3–5 times a month), and a small minority use it very frequently (more than five times per month). Additionally, every respondent confirmed they possess the skills necessary to operate e-commerce platforms effectively, reflecting a high level of digital literacy that supports their engagement with online business activities and the broader digital economy.

Respondent Response Results

The respondents' input about the factors of E-commerce Utilization (X1), Self-Efficacy (X2), and Entrepreneurial Intention (Y) provides significant insights into their beliefs and practices. The statement "E-commerce is an important mechanism for running a business" had the highest average response, with a mean score of 4.32. This signifies that respondents broadly acknowledge the essential function of e-commerce in corporate operations. In contrast, the assertion "I anticipate using e-commerce in the coming months" had the lowest mean score of 3.97, indicating a degree of ambiguity

or fluctuation in short-term use plans. The mean score for e-commerce usage was 4.17, indicating a mostly favorable disposition towards the adoption and sustained use of e-commerce platforms in company operations.

The statement “I can always solve difficult problems if I try” obtained the greatest degree of agreement for self-efficacy, with a mean score of 4.17. This indicates respondents' robust trust in their problem-solving capabilities. The lowest average answer was for the statement, “In sudden situations, I know what to do,” which received a score of 3.91, reflecting a little diminished confidence in addressing unforeseen obstacles. The overall mean for self-efficacy was 4.08, indicating a strong confidence in their ability to manage challenges and achieve objectives. Concerning entrepreneurial intention, participants exhibited the highest concurrence with the assertion “I am determined to build a business in the future” (mean 4.28), underscoring a definitive dedication to entrepreneurship. The assertion "My professional goal is to become an entrepreneur" had the lowest mean score of 3.92, indicating potential hesitance or conflicting career ambitions. The mean score for entrepreneurial intention was 4.08, indicating a mostly favorable and earnest inclination among respondents to engage in entrepreneurship as a vocation.

Research Instrument Test Results

Instrument testing ensured that the data met statistical adequacy standards via validity and reliability checks. The validity test assessed how well the Kaiser-Meyer-Olkin (KMO) questionnaire questions assessed target variables. Entrepreneurial Intention (Y), E-Commerce Utilization (X1), and Self-Efficacy (X2) had KMO values of 0.843, 0.790, and 0.928, respectively. The sample size and correlations across items within each variable were sufficient to build a stable factor structure, since the values were considerably above 0.5. This confirms the data are suitable for multivariate statistical analysis.

The three variable instruments' Cronbach's Alpha reliability evaluation showed high internal consistency. Entrepreneurial Intention (Y), E-Commerce Utilization (X1), and Self-Efficacy (X2) had Cronbach's Alpha coefficients of 0.841, 0.765, and 0.894 All of these values above the 0.70 criterion, proving the measurement devices' reliability. Thus, the instruments employed in this study are dependable for delivering steady and consistent results in repeated measurements, meeting validity and reliability requirements for statistical analysis.

Classic Assumption Test

The Kolmogorov-Smirnov method shows normal data distribution. The Asymp. Sig. (2-tailed) value was 0.200, above the 0.05 criteria, suggesting that the data are approximately normal. The data meet the normality assumption, which is necessary for advanced statistical analysis with correct results.
The multicollinearity test shows that E-Commerce Utilization and Self-Efficacy have tolerance values of 0.837, above the minimum acceptable threshold of 0.10, and Variance Inflation Factor (VIF) values of 1.195, below the critical limit of 10. The regression model shows no multicollinearity, showing that the independent variables are not overly connected, meeting this key criteria. The scatterplot analysis shows no heteroscedasticity trend since data points are randomly distributed around the zero line, suggesting homoscedasticity. The Glejser test shows significant results for E-Commerce Utilization and Self-Efficacy of 0.172 and 0.935, above 0.05. This shows that heteroscedasticity is absent since the independent variables and residuals are not

significantly related. Therefore, the regression model meets traditional requirements for reliable statistical inference.

Descriptive Statistical Analysis Results

The descriptive statistical analysis offers a summary of the data's distribution and variability across the examined variables, including the mean, standard deviation, minimum, maximum, and range values.

Table 1. Descriptive Statistic

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Y	237	14.00	21.00	35.00	28.6118	3.66054
X1	237	13.00	12.00	25.00	20.8523	2.60201
X2	237	28.00	22.00	50.00	40.3755	5.26001

The variable Entrepreneurial Intention (Y) had a minimum score of 21, a maximum score of 35, a mean of 28.61, and a range of 14, indicating moderate variability with a standard deviation of 3.66. The E-Commerce Utilization variable (X1) exhibited a minimum value of 12, a maximum of 25, a mean score of 20.85, a range of 13, and a standard deviation of 2.60, indicating a somewhat narrower distribution relative to the other variables. The Self-Efficacy variable (X2) had a broader range, with scores from 22 to 50, a mean of 40.38, and a range of 28, accompanied by a larger standard deviation of 5.26, indicating more variability in respondents' perceived self-efficacy levels. These descriptive statistics reveal that all variables exhibit variety in replies, with Self-Efficacy showing the greatest dispersion, followed by Entrepreneurial Intention and E-Commerce Utilization, underscoring the disparities in respondents' evaluations of these constructs. These summary statistics provide a fundamental comprehension of the data's attributes prior to advancing to more sophisticated inferential studies.

Multiple regression analysis

Based on the regression analysis results, the linear regression model can be expressed as:

Y = 0.286 X1 + 0.417 X2

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*	*Collinearity Statistics*	
		B	*Std. Error*	*Beta*			*Tolerance*	*VIF*
1	(*Constant*)	6.532	1.516		4.309	0.000		
	Utilization of E-Commerce	0.399	0.080	0.286	4.964	0.000	0.837	1.195
	Self-Efficacy	0.290	0.040	0.417	7.244	0.000	0.837	1.195

This indicates that both E-Commerce Utilization (X1) and Self-Efficacy (X2) positively influence Entrepreneurial Intention (Y). Specifically, a one-unit increase in

E-Commerce Utilization is associated with a 0.286 increase in Entrepreneurial Intention, while a one-unit rise in Self-Efficacy corresponds to a 0.417 increase. These findings demonstrate that higher levels of e-commerce use and self-confidence significantly enhance individuals' intentions to engage in entrepreneurial activities.

T-Test

The t-test was used to evaluate the individual significance of each independent variable on Entrepreneurial Intention (Y). The first hypothesis (H1) examining the impact of E-Commerce Utilization (X1) on Entrepreneurial Intention yielded a t-value of 4.964, above the critical value of 1.971, with a significance level of 0.000, which is below 0.05. This affirms that H1 is validated, indicating a beneficial impact of e-commerce engagement on entrepreneurial ambition. The second hypothesis (H2) about Self-Efficacy (X2) produced a t-value of 7.244 and a significance level of 0.000, therefore corroborating H2 and affirming a substantial positive influence of self-efficacy on entrepreneurial ambition.

R2 Test (Coefficient of Determination Test)

The results of the test for the coefficient of determination show an adjusted R Square value of 0.346. This indicates that the variables of e-commerce use and self-efficacy are able to explain 34.6% of the variation in students' desire to engage in entrepreneurial endeavors. This suggests that these two aspects have a key role in determining the kind of entrepreneurial goals that people have. The remaining 65.4% of the variance, on the other hand, may be ascribed to other characteristics that were not included in the model that was used for this research. This suggests that other variables may potentially play a major part in affecting the entrepreneurial goals of students.

The Effect of E-Commerce Utilization on Entrepreneurial Intentions

This study demonstrated that e-commerce increases entrepreneurial intention among University of Lampung Economics and Business students. This shows that e-commerce-savvy students are more likely to become entrepreneurs. As students establish and operate companies online, e-commerce stimulates their entrepreneurial interest. The highest average score was "In my opinion, e-commerce is an important mechanism for running a business". Most individuals respect e-commerce and its role in entrepreneurship. It suggests that students see digital technology, especially e-commerce, as crucial to company strategy and development. This awareness indicates their propensity to adapt to technology and utilize digital platforms to establish, run, and grow businesses.

In contrast, "I expect to use e-commerce in the coming months" had the lowest response, showing some students are not ready or confident to use it. Students should learn e-commerce via training, seminars, or hands-on experience to feel confident utilizing these platforms. Technology and e-commerce are increasing rapidly, therefore students should enter the digital business sector. E-commerce may spark students' entrepreneurial interest and transform digital enterprises (Putri, 2024). E-commerce increases market reach, making it important in startup choices (Veronika, 2021). This supports Jihui Shi et al. (2022) and Panggabean (2023), who found that e-commerce use boosts entrepreneurial ambition and business start-up choices. These studies suggest that e-commerce increases entrepreneurship.

The Effect of Self-Efficacy on Entrepreneurial Intentions

This research found that self-efficacy positively affects entrepreneurial ambitions among University of Lampung Faculty of Economics and Business students. Thus, self-efficacy increases entrepreneurial intent. Self-efficacy boosts students' entrepreneurial drive by giving them confidence in everyday choices and obstacles. The statement "I can always solve difficult problems if I try hard" had the highest average score, indicating that most respondents believe they can overcome difficult obstacles with persistence. This high confidence shows that students value work and dedication and that self-efficacy is essential to problem-solving. Confidence is needed to navigate entrepreneurial risks and swings.

However, "In sudden situations, I know what to do" obtained the lowest answer, demonstrating that certain students are less confident or equipped to face unexpected or urgent situations. This doubt may indicate a lack of experience or preparation for high-pressure entrepreneurial conditions. Emerging entrepreneurs must be confident in their ability to adapt and make good judgments in unexpected situations. Organizational roles, group projects, and simulation-based training help students develop adaptability and quick decision-making skills, which boosts self-efficacy. Higher self-efficacy increases entrepreneurial drive, giving people the confidence to take chances, overcome worries, and persist (Putry et al., 2020). According to Thanh and Hoai (2023), Nurningsih (2024), and Hidayat (2020), strong self-efficacy increases one's intention to start a business, emphasizing the importance of confidence in entrepreneurial planning and execution.

CONCLUSION

The data analysis and study results about the impact of e-commerce use and self-efficacy on entrepreneurial inclinations among University of Lampung Faculty of Economics and Business students might lead to numerous conclusions. E-commerce use boosts entrepreneurial ambitions. The positive coefficient value for the e-commerce variable, t-value over the crucial value, and significance level below the threshold demonstrate this. These findings suggest that the students' entrepreneurial inclinations rise with e-commerce usage. A positive coefficient, t-value bigger than the crucial value, and significance level below the threshold support the hypothesis that self-efficacy positively affects entrepreneurial inclinations. This shows that self-confidence greatly helps students to become entrepreneurs.

Based on these findings, numerous suggestions are made to improve these aspects in FEB students. Students are urged to prepare and utilize e-commerce platforms quickly as the lowest answer was connected to future usage. Training, seminars, and workshops may boost their digital business tool confidence. Students had the lowest self-efficacy in managing unexpected events, recommending they should join groups, collaboration, or simulation-based training to enhance flexibility and swift decision-making. Finally, entrepreneurial intention scored lowest in professional goal, since some students did not perceive entrepreneurship as their career goal. Seminars, internships at companies, and campus business incubators may assist students grasp the possibilities and prospects of entrepreneurship and motivate them to pursue it as a profession.

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