

Challenges of Business Success in Era of Disruption

Farij Ibadil Maula
Universitas Negeri Malang
Sekolah Tinggi Ilmu Ekonomi Artha Bodhi Surabaya

Fulgentius Danardana Murwani
Universitas Negeri Malang

Agus Hermawan
Universitas Negeri Malang

Nasikh
Universitas Negeri Malang

Ludi Wishnu Wardana
Universitas Negeri Malang

As a business actor in the era of disruption, it is necessary to improve soft skills. The purpose of this study is to comprehensively analyze the effect of entrepreneurship education and digital literacy on business success with attitude as a mediating variable. This research uses quantitative methods. The research population is business actors in East Java, Indonesia, with a sample of 221 people. Data analysis used Structural Equation Modeling (SEM)-PLS) and the calculation tool SMART PLS 3.0. Based on the results of the study, it was stated that Entrepreneurship Education (EE) and Digital Literacy (DML) through Entrepreneurial Attitudes (EA) had an effect on business success. The results of this study are very relevant to current conditions, the large number of market expansions from conventional to digitalization, and the need to improve entrepreneurship education to develop creativity, innovation, and business products that are competitive and adaptive. And the positive attitude of accepting new things must always be owned by business actors.

Keywords: entrepreneurship education, digital literacy, entrepreneurial attitudes, business success

INTRODUCTION

Significant and fundamental changes occurred in almost every sphere of life. This change provides opportunities and challenges to every life, including business actors. According to Fridayani & Chiang, (2022), Geissinger et al. (2020), and Ivanov & Dolgui (2021), Business actors are the victims who are affected the fastest. Dozens of businesses in various established fields collapsed quickly due to the emergence of new competitors that were not foreseen before. Continuous innovation was not enough to

make it survive that massive and unexpected explosion of change. By many management experts, such a significant and fundamental change is referred to as disruption. Research results from Elbanna & Newman (2016), Salvador et al. (2019), and Valenduc & Vendramin (2017) concluded that the era of disruption is an era in which massive changes occur that change newer business systems and orders. Innovations and creativity mainly cause trouble themselves. And supported by the statements of Geissinger et al. (2020); and Salvador et al. (2019), predict the change in circumstances from the impact of disruption to fundamentally occurring to changing various systems and orders in a new way. The number of business actors who cannot keep up with developments and maintain the old way cannot compete, while the success of a business is still an effective strategy for the Indonesian State in reducing economic problems (Al-Kwafi et al., 2020; Kozielski, 2019; Handayati & Narmaditya, 2022; Narmaditya & Ali, 2022)

The results of research from Chittithaworn et al. (2011) and Vyas & Vyas (2019) concluded that business success could be seen from those who dare to turn ideas into reality with a great desire and based on a practical strategy. Bernárdez, (2008); Indarti & Langenberg, (2004); Moudry & Thaichon, (2020); Saura et al., (2019); Zhao et al., (2021); Chittithaworn et al., (2011) also stated that Entrepreneurial success is a person who perceives an opportunity and creates an organization to pursue it. According to Hui Lim & Ban Teoh (2021), businesses can succeed if actors can build credibility and product quality, get guaranteed consumer satisfaction, manage resources well, apply analytical techniques and technology in marketing and optimize digital marketing consistently. According to Bird & Sapp (2004) and Prada (2020), entrepreneurs with superior decision-making abilities can improve business performance by increasing profits and business growth. As stated by several experts above, it can be concluded that to become a successful entrepreneur, you must have a clear business vision or idea or vision, then there is a willingness and courage to face risks, both time and money.

To make a person able to succeed in running his business in the era of disruption, he must improve the soft skills of entrepreneurship skills, one of which is through entrepreneurship education and basic entrepreneurial knowledge from entrepreneurial resources contained in individuals. While Cho & Lee (2018); Hasan et al. (2020); Hernández-Sánchez et al. (2019); Kisubi & Korir (2021) provides a statement that entrepreneurial knowledge is a competitive and productive understanding possessed by a person to produce new products or services, generate new added value, start new ventures, carry out other processes/techniques, develop new organizations. Based on the definitions that experts have put forward about what is associated with entrepreneurship education in this era of disruption, it can be concluded that entrepreneurship education is a person's ability to produce something new through creative thinking and innovative actions so that it can create ideas or business opportunities and can be utilized by oneself and others.

In addition to the need to increase the soft skills of entrepreneurship education in this era of disruption, business actors should develop new strategies to keep pace with technological developments. This needs to be done so that the business they are engaged in can compete with newcomers who have used advanced technology first. Entrepreneurs should start actively studying and making updates related to technology. Results of the research of Aulia (2021); da Silveira et al., (2021); Fan et al., (2021); Lynch et al., (2021); Ritz et al., (2019); Oberoi et al., (2021); Siagian et al., (2021); Subawa et al., (2020) concluded that in the changing era of disruption, humans elaborate with information systems and technology, the main goal is to improve the quality of human resources. This is also supported in the research of Dong et al. (2020); Faling & Biesbroek (2019); Tajvidi et al. (2021); Zhao et al. (2021), who stated that the use of digital in entrepreneurship will provide many positive benefits for business success and can provide many conveniences in carrying out entrepreneurial activities. In this study, digital literacy is more about marketing shutters and promotions because digital marketing is one of the most widely applied strategies by various companies in promoting disruption (Ritz et al., 2019). Companies can also use an omnichannel strategy, combining digital marketing with conventional methods (Aulia, 2021; da Silveira et al., 2021).

Then the researcher added the variable moderation of entrepreneurial attitudes as a determinant of business success. Attitudes in this study to respond to objects or classes of objects consistently both in likes and dislikes. Menurut Izquierdo & Buelens (2011); Maharani et al. (2020); Malmström et al. (2020) attitude is an affection or feeling towards a stimulus. Based on the above definition, attitude is a learned tendency

to consistently respond to or receive inspiration from objects in both likes and dislikes. Entrepreneurial attitudes tend to react effectively in response to the risks that will be faced in a business.

This study aims to complement the gaps of the previous research by conducting a comprehensive analysis of internal factors in the form of entrepreneurship education and digital literacy that affect business success in business actors throughout East Java in the era of disruption, with entrepreneurial attitudes as a moderation variable. Researchers are motivated to conduct this research because of the importance of business actors must be creative, innovative, adaptive, and productive to become a competitive spirit in the development of the disruption era. This research contributes to three things: increasing entrepreneurial insights in the age of disruption to business actors, increasing knowledge and productive non-consumptive use of digitalization, and providing practical and tactical strategies to all parties to survive in changing times.

MATERIAL AND METHODS

This research uses a quantitative approach, with a type of descriptive and explanatory research that seeks to explain the relationship between research variables, namely the influence of Entrepreneurship Education (X1), Digital Literacy (X2), through the moderation variable of Entrepreneurial Attitude (Y) towards Business Success (Z) in business actors in East Java. The research location in Java Timur, the sample criteria used in this study, are (1) business actors who have run their business for ≥ 2 (two) years and (2) business actors who have cellphones/use technology. Based on the criteria as previously outlined, the determination of the number of samples in this study amounted to 221 populations of research samples. The data collection technique in this study was carried out through an instrument in the form of a questionnaire through a google form. The research instruments developed in this study are adapted to the type of variable measurement scale and data collection techniques. The instruments used are those adapted from several previous studies.

The collected data were calculated using Structural Equation Modeling (SEM)-PLS 3.0, widely adopted for the analysis of Structural Equation Modeling Partial Least Squares (SEM-PLS). The reason for using SEM-PLS data analysis in this research is because the relationship pattern between the variables to be studied is a causal relationship of one or several independent variables of Entrepreneurship Education and Digital Marketing Literacy, to one dependent variable of Business Success, with Entrepreneurial Attitude as a Moderation variable. In addition, it is used to test research hypotheses.

Data Collection

TABLE 1
CHARACTERISTICS OF RESPONDENTS

Category		Frequency	%
Gender	Woman	137	61.7
	Man	84	38.3
Business Type	Service	23	10.8
	Product	198	89.2
Long Entrepreneurial	Less than two years old	121	55
	More than two years	100	45
Education Level	Primary school	3	1
	Junior	11	5
	Sma	144	65
	College	63	29
	\leq Rp. 1.000.000, -	43	19

Category		Frequency	%
Average Monthly Income	> Rp. 1.000.000, - Rp. 3.000.000	107	48
	> IDR 3,000,000, - IDR 5,000,000	49	22
	+ IDR 5.000.000, -	22	10

Source: processed by researchers, 2022

RESULTS

The SEM-PLS analysis steps refer to the procedures developed by Chin (1999) and Hair et al. (2013, 2020), which include: (1) evaluation of measurement models (outer models); (2) evaluation of structural models (inner models), and (3) goodness of Fit, and (4) hypothesis testing. The measurement model, also known as the outer model, aims to assess the validity and reliability of the model. Data analysis techniques with SmartPLS to assess outer models are Convergent Validity, Discriminant Validity, and Composite Reliability. Convergent validity aims to determine the validity of each relationship between the indicator and its latent variables. The concurrent validity of the measurement model with reflexive hands is assessed based on the correlation between the item or component score and the latent variable or construct score calculated with PLS. The value of the loading factor > 0.7 is said to be ideal and valid. The results of measuring the loading factor can be seen in the table as follows:

TABLE 2
RESULTS OF OUTER LOADING MEASUREMENT

	Bs	DML	Ea	Ee
X1.2				0.813
X1.3				0.886
X1.4				0.841
X2.1		0.818		
X2.2		0.862		
X2.3		0.852		
X2.4		0.896		
Y1	0.724			
Y2	0.708			
Y3	0.789			
Y4	0.803			
Y5	0.851			
Y6	0.831			
Z1			0.772	
Z2			0.816	
Z3			0.782	
Z4			0.759	
X1.1				0.807

Source: processed by researchers, 2022

Table 3.2 shows that all indicators have a loading factor value of > 0.7 , so it can be concluded that all hands are valid. The following evaluation looks at discriminant validity with cross-loading, square root value of average variance extracted (AVE), and composite reliability. Discriminant Validity is used to prove that latent constructs predict sizes on their blocks better than others.

Discriminant Validity of the measurement model with reflexive indicators is assessed based on cross-loading measurements with constructs. If the correlation of the construct with the subject matter of size (each of its hands) is more significant than that of other constructs, then the latent construct predicts its indicators better than other constructs. The model has a good discriminant validity if each loading value of each hand of a latent variable has the most significant loading value with different loading values against other latent variables. The results of the analysis of discriminant validity values using cross-loading for all variables can be seen in the table as follows:

TABLE 3
RESULTS OF THE ANALYSIS OF DISCRIMINANT VALIDITY VALUES

	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1.2 <- EE	0.813	0.813	0.031	26.312	0.000
X1.3 <- EE	0.886	0.884	0.021	43.159	0.000
X1.4 <- EE	0.841	0.840	0.024	34.541	0.000
X2.1 <- DML	0.818	0.818	0.036	22.639	0.000
X2.2 <- DML	0.862	0.861	0.022	40.044	0.000
X2.3 <- DML	0.852	0.850	0.024	35.750	0.000
X2.4 <- DML	0.896	0.897	0.014	61.990	0.000
Y1 <- BS	0.724	0.724	0.041	17.871	0.000
Y2 <- BS	0.708	0.706	0.047	15.163	0.000
Y3 <- BS	0.789	0.788	0.034	23.149	0.000
Y4 <- BS	0.803	0.802	0.032	24.712	0.000
Y5 <- BS	0.851	0.852	0.032	26.885	0.000
Y6 <- BS	0.831	0.831	0.037	22.243	0.000
Z1 <- EA	0.772	0.771	0.032	24.224	0.000
Z2 <- EA	0.816	0.815	0.039	21.025	0.000
Z3 <- EA	0.782	0.780	0.034	22.911	0.000
Z4 <- EA	0.759	0.760	0.036	20.876	0.000
X1.1 <- EE	0.807	0.805	0.041	19.746	0.000

Source: processed by researchers, 2022

The next test analyzes the outer model by looking at the construct reliability of latent variables measured by two criteria, composite reliability and Cronbach's alpha from the indicator block that measures

the construct. The construct is declared reliable if the combined reliability value or Cronbach alpha value is above 0.70. Then also, an evaluation of the measurement model with the square root of average variance extracted (AVE) was carried out. AVE measurements compare the AVE root values with correlations between constructs. If the value of the AVE root is higher than the correlation value among the constructs, then good discriminant validity is achieved. In addition, an AVE value greater than 0.5 is highly recommended.

TABLE 4
CR, CRONBACH'S ALPHA, AND AVE MEASUREMENT RESULTS

	Cronbach's Alpha	rho_A	Composite Reliability	Average Extracted Variance (AVE)
Bs	0.875	0.878	0.906	0.618
DML	0.880	0.891	0.918	0.736
Ea	0.790	0.795	0.863	0.612
Ee	0.858	0.862	0.903	0.701

Source: processed by researchers, 2022

The measurement results show that the CR value for all constructs on the variable is above 0.7, indicating that all constructs on the estimated model meet the discriminant validity criteria. In addition, all Average Variance Extracted (AVE) values > 0.50 and all matters of Cronbach's Alpha (α) > 0.70 so that it can be stated that this research model has met other discriminant validity requirements. All statements or indicators on each variable submitted by the researcher in the research instrument are free from ambiguity or can examine each variable in focus.

After evaluating the measurement model or outer model, the researcher considers the inner model or the structural model evaluation. As outlined in the previous chapter III, Hair et al. (2013, 2020) recommend five stages of procedures in structural model testing (inner model), which include: (1) testing collinearity; 2) testing the path coefficient, 3) test the level from R-Square or R²; (4) testing the effect of size f² and (5) testing the relevant prediction of Q².

The first test performed was to test collinearity. As previously explained, a collinearity test is performed to see whether between variables there is high collinearity or not. It is done to look at the value of the coefficient of variance inflation factor (VIF), where the VALUE of VIF must be lower than 5.00 (Hair et al., 2013). The following table is the complete result of the collinearity test of the variables of Entrepreneurship Education-EE (X1), Digital Marketing Literacy-DML (X2), Entrepreneurial Attitude-EA (Z), and Business Success-BS (Y).

Based on the table, it is known that the value of the coefficient of variance inflation factor (VIF), variables of EE Entrepreneurship Education (X1), DML Digital Marketing Literacy (X2), EA (Z) Entrepreneurial Attitude is lower than 5.00 so that collinearity does not occur (Hair et al., 2013). Thus, all indicators of the tested construct are valid. Meanwhile, Business Success (Y) has two instruments higher than 5.00, so collinearity occurs (Hair et al., 2013).

TABLE 5
VALUES OF THE COEFFICIENT OF VARIANCE INFLATION FACTOR (VIF)

	VIF
X1.2	1.777
X1.3	2.549
X1.4	2.067
X2.1	2.025
X2.2	2.493
X2.3	2.184
X2.4	2.703
Y1	1.748
Y2	1.539
Y3	2.043
Y4	2.010
Y5	13.806
Y6	12.994
Z1	1.619
Z2	1.837
Z3	1.996
Z4	1.767
X1.1	1.880

Source: processed by researchers, 2022

The path coefficient in this study is used to evaluate the structural or inner models. As for obtaining the t-statistical or t-value, the bootstrap resampling procedure is used, referring to the opinions of Henseler, Ringle, and Sinkovics (2009). The results of bootstrapping show the stability of the PLS-SEM test. In this study, the data was processed using 221 bootstrapped samples. The table shows the value of the path coefficient (fi) of 6 positive relationships between variables. The complete results of the path coefficient test (fi) can be seen in the following table:

TABLE 6
PATH COEFFICIENT TEST RESULTS

	Bs	DML	Ea	Ee
Bs				
DML	0.214		0.205	
Ea	0.405			
Ee	0.336		0.355	

Source: processed by researchers, 2022

Next, the study tested the R-Square or R2 levels to see whether or not each endogenous latent variable had predictive power against the model. In summary, the value of R2 indicates the strength of the accuracy of the prediction (Hair et al., 2013). As explained in the previous chapter III, the rule of thumb of R2 values of 0.75, 0.50, and 0.25 indicates that the model is substantial, moderate, and weak (Hair et al., 2014).

According to Chin (1998), the values of 0.67, 0.33, and 0.19 indicate strong, moderate, and weak models. In this study, Chin’s opinion (1998) was used for the rule of thumb of R2. The complete results of the R2 variable test and Entrepreneurial Attitude (Z) and Business Success (Y) can be seen in the following table:

**TABLE 7
R2 RESULTS**

	R Square	Adjusted R Square
Bs	0.653	0.648
Ea	0.278	0.272

Source: processed by researchers, 2022

Based on the R2 level test results, it can be concluded that 65.3% of the variable Y Business Success can be influenced by variables X1 (Entrepreneurial Education) and X2 (Digital Literacy). Other variables outside this study influence the remaining 34.7%. Meanwhile, 27.8% of variable Z of entrepreneurial attitudes can be controlled by variables X1 (Entrepreneurial Education) and X2 (Digital Literacy). Other variables outside this study influence the remaining 72.2%. The value of R2 indicates that the structural model is strong, with a value above 0.67. The previous research conducted by Ali et al. (2019) showed an R2 value of 0.445, then another study by Elnadi & Gheith (2021) showed an R2 value of 0.402. When compared to the R2 value in the study, it is indeed a reasonably far range. This is because the variables chosen in this study are only technological developments in the era of disruption, so it includes the component of overall entrepreneurial renewal. Therefore, a high value of R2 indicates that this research model is ideal.

This study uses the rule of thumb developed by Hair et al. (2013) and Chin (1998), where the values of 0.02, 0.15, and 0.35 show the influence of small, medium, and large sizes. The table is the test result of each predictor latent variable’s size effect (f2) against the structural model. The results of the F2 level test can be seen in the table as follows:

**TABLE 8
RESULTS F2**

	Bs	DML	Ea	Ee
Bs				
DML	0.054		0.025	
Ea	0.340			
Ee	0.128		0.074	

Source: processed by researchers, 2022

Based on the results of the F2 level test, it can be concluded that the influence of X1 (Entrepreneurship Education) on Y (Business Success) of $0.128 > 0.15$ shows a moderate impact. And the effect of Z (Entrepreneurial Attitude) on Y (Business Success) of $0.340 > 0.15$ equally indicates a medium influence. While the F2 value of another variable < 0.15 indicates a weak result.

The hypothesis testing stages in this section are carried out to test hypotheses. This hypothesis testing is based on processing research data using SEM-PLS analysis using the bootstrap resampling method. Furthermore, hypothesis testing is carried out using statistical analysis of t or t-test (t count should be > 1.971), and the p-value (probability) should be less ($<$) than 0.050. If the data processing results meet the required values, then the research hypothesis submitted is acceptable. The research hypothesis testing will be discussed step by step according to the theory proposed. This study presents seven views whose discussion is described in the following section.

TABLE 9
HYPOTHESIS TESTING RESULTS

Hypotheses	Relationship	T-value	P-values	Decision
H1	EE -> BS	3,931	0,000	Confirmed
H2	DML -> BS	3,211	0,001	Confirmed
H3	EE -> EA	2,675	0,008	Confirmed
H4	DML - EA >	1,990	0,047	Confirmed
H5	EA -> BS	6,737	0,000	Confirmed
H6	EE -> EA -> BS	2,184	0,029	Confirmed
H7	DML -> EA -> BS	1,940	0,053	Not Confirmed

Source: processed by researchers, 2022

The results of hypothesis testing are described in the following points:

H1 The Effect of X1 (Entrepreneurship Education) On Y (Business Success)

Hypothesis 1 in this study was accepted. X1 (Entrepreneurship Education) significantly affects Y (Business Success). This means that the better X1 (Entrepreneurship Education), the higher the Y level (Business Success).

H2 The Effect of X2 (Digital Marketing Literacy) on Y (Business Success)

Hypothesis 2 in the study is accepted. X2 (Digital Marketing Literacy) significantly affects Y (Business Success). This means that the better the X2 (Digital Marketing Literacy), the higher the Y level (Business Success).

H3 The Effect of X1 (Entrepreneurship Education) On Z (Entrepreneurial Attitude)

Hypothesis 3 in this study was accepted. X1 (Entrepreneurship Education) significantly affects Z (Entrepreneurial Attitude). This means that the better the Entrepreneurship Education (X1), the higher the Z level (Entrepreneurial Attitude).

H4 The Effect of X2 (Digital Marketing Literacy) on Z (Entrepreneurial Attitude)

Hypothesis 4 in this study was accepted. X2 (Digital Marketing Literacy) significantly affects Z (Entrepreneurial Attitude). This means that the better the Digital Marketing Literacy (X2), the higher the Z level (Entrepreneurial Attitude).

H5 The Influence of Z (Entrepreneurial Attitude) On Y (Business Success)

Hypothesis 5 in this study was accepted. Z (Entrepreneurial Attitude) has a significant effect on Y (Business Success), Meaning that the better Z (Entrepreneurial Attitude) then, the higher the Y level (Business Success).

H6 The Influence of X1 (Entrepreneurship Education) through moderation Z (Entrepreneurial Attitude) Towards Y (Business Success)

Hypothesis 6 in this study was accepted. X1 (Entrepreneurship Education) through moderation Z (Entrepreneurial Attitude) has a significant effect on Y (Business Success), meaning that the more formal

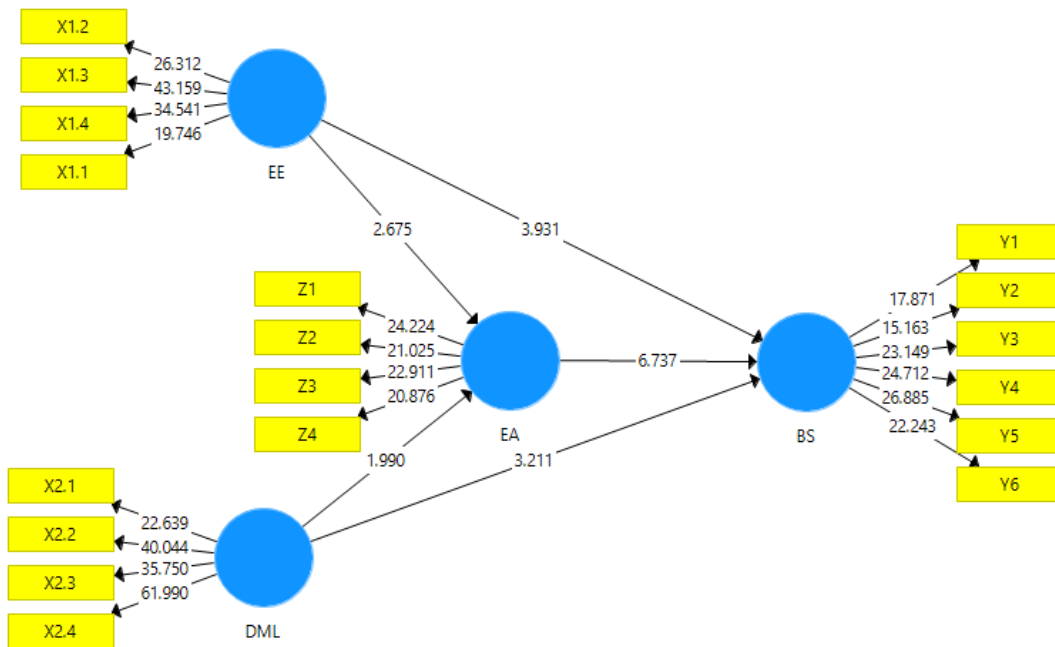
entrepreneurship education and being able to be kind Z (Entrepreneurial Attitude), the higher the Y level (Business Success).

H7 The Influence of X2 (Digital Literacy) through moderation Z (Entrepreneurial Attitude) Towards Y (Business Success)

Hypothesis 7 in this study was rejected. Entrepreneurial attitude does not moderate the influence of X1 (Digital Marketing Literacy) on Y (Business Success)

The following figure is a model of research findings that have met a good level of goodness of Fit.

**FIGURE 1
STRUCTURAL MODEL TEST RESULTS**



Source: Researcher-processed data (2022)

DISCUSSION

Based on research on business actors throughout East Java on business success in the era of disruption, it can be stated that Entrepreneurship education affects business success. This means that increasingly understanding entrepreneurship knowledge through entrepreneurship education will increase creativity and innovation in business actors so that the business it runs will also be upgraded to develop and succeed. Adha supports the results of this study Bazkiaei et al., (2020); Ellis et al., (2019); Gairola, (2019); Hägg & Gabrielsson, (2020); assessing the need for entrepreneurship education to 1) develop, cultivate and nurture seeds or talents of entrepreneurs so that the sources are more weighty and always follow the latest developments in science. 2) provide opportunities for every human being to be as precise as possible and cultivate an entrepreneurial personality. 3) Entrepreneurship education to be a human being of character and excellence, providing the ability to clean up negative mental attitudes increases competitiveness and fighting power 4) Thus, if our entrepreneurial personality, our developing country will be able to catch up or match the developed country. 5) foster a rational and productive way of thinking in utilizing the time and capital factors owned by the entrepreneur. In subsequent developments, researchers began to explore the mystery of the cognitive model of entrepreneurship, and acclamationally found that entrepreneurship

education should not only be theoretically oriented but also combine with the practical orientation of Wardana et al. (2020) Hägg & Gabrielsson, (2020).

Furthermore, the findings of the Digital Literacy research affect business success. The results of this research are very relevant to current conditions, and many business actors are expanding the market from conventional to digitalization. The use of digital in entrepreneurship will provide many positive benefits for business success and conveniences in carrying out entrepreneurial activities, such as ease of accessing information, network expansion, and communication (Kitsios & Kamariotou, 2021; Ukko et al., 2019). The emergence of many digital user business actors can be an effective business strategy in running a business in the era of disruption. Plans will affect the organization's life in the long term for at least five years (Mandal, 2017; Mishra et al., 2017; Patritiu-baltes, 2016; Ryan & Jones, 2009).

Based on the study's results, it was found that there was an interaction of entrepreneurial attitudes towards entrepreneurship education in influencing business success in business actors throughout East Java in the era of disruption. There is an approach in attitude theory commonly called capital tripartite (Schwarz et al., 2009). The first is the cognitive component, a person's belief and thinking about something. The second is the affective component which is a positive and negative feeling towards something. The last is the behavioral component a certain way. An entrepreneurial attitude is the tendency to react effectively in response to the risks that will be faced in a business. The correlation with entrepreneurial education makes humans have the capacity to carry out creative activities, create their own businesses, or cooperate with companies to meet their life needs, including primary, social, and so on. Accepting a good attitude will give individuals entrepreneurial capacity or competence. As (Cho & Lee, 2018) state, entrepreneurial capacity can be built by responding positively to the development of science and insight. In other words, entrepreneurial attitudes and education will be a means or tool to create human resources to develop economic systems and business success (Bazkiaei et al., 2020; Hasan et al., 2020; Vyas & Vyas, 2019; Yang & Kim, 2020).

As explained in the paragraph above, Entrepreneurship Education (EE) and Digital Literacy (DML) with an Entrepreneurial Attitude (EA) as moderation variables affect Business Success in the era of disruption. Knowledge is essential to prepare prospective entrepreneurs, but knowledge will not necessarily give birth to an entrepreneur; we can see that many unemployed are still educated (Krueger et al., 2000; Souitaris et al., 2007; Unger et al., 2011). This shows that other factors can support the effectiveness of entrepreneurship management, namely the use of digital infrastructure in entrepreneurship. The infrastructure in question is telecommunications infrastructure. From the results of this study, it can be stated that Entrepreneurship education and digital literacy are entrepreneurial strategies in the era of tactical and practical disruption. Business actors are expected to be able to raise the spirit of entrepreneurship, independence, and work.

CONCLUSION AND RECOMMENDATIONS

Based on the discussion of the research results above, it can be concluded that entrepreneurship education has a significant positive effect on business success. Second, Digital literacy has a significant positive impact on business success. Third, there is an interaction of the relationship between entrepreneurial attitudes towards Entrepreneurship Education in influencing business success. Fourth, there is an interaction of the relationship between entrepreneurial attitudes toward digital literacy influencing business success. Fifth, there is a hub interaction between entrepreneurship attitudes, Entrepreneurship Education, and Digital Literacy that significantly affects business actors in East Java in the era of disruption.

Based on the successfully formulated conclusions, several suggestions can be drawn up as follows. 1) For business actors, they can contribute to the development of the scientific field and explanation of the theory, especially in the theory of Entrepreneurship Education and Digital Literacy as the primary capital for the expansion of traditional markets to advance to digitalization and can develop businesses in the era of competitive disruption 2) For the government in charge of the MSME / Cooperative guidance, it is hoped that the results of this research can provide development contributions to conduct training to actors young efforts related to technopreneurship. 3) For the Business Education Study Program as input and

consideration to develop and design methods, models, and strategies in creative and innovative business startups mainly related to digitalization. 4) For other researchers, the results of this study can be used as input and consideration to conduct research related to the problems of entrepreneurship education and Digital Literacy. It can be done by reflecting on this research in other areas or developing new variables that have not been studied and studied in this study.

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