



Analysis of The Influence of E-Commerce Use and Digital Literacy Toward Society Intention in Digital Entrepreneurship

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Abstract

The purpose of this study is to examine the relationship between students' interest in digital entrepreneurship and their use of digital literacy and e-commerce. Quantitative research is the method used in this study. This study uses correlational data collection methods. In this study, questionnaires are used to collect the data. In the questionnaire method, the validity and reliability of the questionnaire will be examined in advance. Data processing will be done using statistical methods after data collecting is finished. To use multiple regression analysis to examine the impact of each variable. Students make up the study's population. With a sample size of 200 participants, the researchers used a basic random sampling procedure. According to the study's findings, students' interest in digital entrepreneurship was positively impacted by their level of digital literacy. Students' interest in digital entrepreneurship is positively impacted by the use of e-commerce. The use of e-commerce and digital literacy both increase students' interest in digital entrepreneurship.

Keyword: Digital Literacy, Entrepreneurship, Interest in Digital Entrepreneurship, Use of E-commerce

1. INTRODUCTION

Digitalization has had an impact on various sectors, one of which is the world of entrepreneurship. Digitalization brings many positive impacts to the world of entrepreneurship, including promotions, the creation of job opportunities, and increased productivity in social and economic terms [1]. Digital entrepreneurship is an important phenomenon that has great opportunities in the future. Examples of successful entrepreneurs thanks to the use of information technology include Grab, Gojek, Shopee, Tokopedia, and others. In this era, it is easier for people to sell than in the past; without needing to have a shop or place of business, they can market in market places or via social media, so promoting goods or services is no longer difficult and can be reached by everyone [2]. With digital entrepreneurship, it is hoped that it can overcome government problems such as unemployment. Seeing the current need for fast information encourages the development of information and communication technology in the digital world. The media and information displayed at that time felt inadequate to meet the public's need for information. Then, in the 1940s, the presence of computers finally answered society's need for society [3]. An intelligent computing machine that has the ability to create, design, store, and process data into information needed by the wider community. This then continued to experience very rapid development until the internet developed in 1970 and is now continuously updated with technology [4].

With advances in technology, it will help people carry out various activities easily, one of which is marketing via the internet [5]. Marketing via the internet will provide convenience because it has low costs and make communication between humans no longer have boundaries. According to survey data from the Indonesian Internet Service Providers Association (APJII) during the 2019–2020 time frame, there were 196.7 million internet users in Indonesia [6]. Compared to 2018, this number climbed by 23.5 million, or 8.9%. This figure can be used to develop great potential for business people, especially the younger generation, to be able to start digital businesses. With the increasing number of internet users, this creates opportunities for

entrepreneurship by utilizing information technology on the internet. Referring to this, it can be said that digital entrepreneurship is one of the things that is expected to reduce the government's problems regarding unemployment and poverty, which are currently occurring [7]. As we know, unemployment is the main problem experienced by Indonesia, which is still difficult to overcome. Seeing the condition that in Indonesia there is an imbalance between the number of jobs and the workforce. The unemployment rate in Indonesia has increased to 60 thousand people. This is in contrast to the open unemployment rate, which fell to 4.99 percent. Compared to the prior year, this is a sizable number [8]. The majority of high school and vocational school graduates in Indonesia are unemployed. It is also feared that the unemployment rate for undergraduate graduates will continue to increase if universities are unable to guide their students to create jobs after graduation. This problem is further exacerbated by the lack of interest or motivation of the younger generation to create jobs by carrying out entrepreneurial activities [9].

Digital literacy is crucial in the use of information technology in the modern day, especially for society and students to be able to participate in the modern world. Digital literacy is the mindset, comprehension, and capacity to process or convey information and make efficient use of it to learn skills or knowledge [10]. The creation of information technology, which is now connected to the internet, is able to change people who previously only accessed the internet from reading books to switching to computer devices and accessing the internet, which is rich in various information. The internet network that is now available is a medium that can help people develop literacy skills. In other words, digitalization has become an intermediary medium that supports the development of literacy that is richer in information content [11]. The Industrial Revolution 4.0 provides many challenges and opportunities. By utilizing technology, you can improve the quality of creative and innovative human resources [12]. Digital literacy is basically as important as literacy activities in general, namely reading, writing, calculating, etc. This is important to introduce to today's society living in the reform era. Literacy skills are essentially very important for all aspects of life and also support the progress of Indonesian civilization [13]. Literacy culture aims to familiarize people with thinking, starting with reading and writing activities, until they can produce work that is expected to change human behavior. In the contemporary era of information technology, it is necessary to have media literacy, visual literacy, and technological literacy [14].

The younger generation basically has the skills to access digital media in the current era, but they have not succeeded in matching their ability to use digital media to develop their abilities or potential [15]. If you look back, there are still many young people who do not take advantage of the convenience of digital technology, or they don't even know how to use it to generate income [16]. The potential that can be generated from information technology. By mastering digital literacy, it will help people, especially the younger generation, to develop their potential, especially digital literacy, which can be used for entrepreneurship [17]. There are still only a limited number of young entrepreneurs that sell their products and services online. The aforementioned circumstances show that younger generations today have less than ideal enthusiasm in online entrepreneurship. Only 15% of companies are online retailers [18]. This demonstrates that the amount of online commerce in Indonesia is still rather small and that traditional forms of business continue to predominate there. Firms choose to sell directly because it is more comfortable for them, which accounts for 71% of the 85% of firms that do not do e-commerce transactions. The second reason was that 43% percent were not interested in selling online. And the third reason businesses do not carry out e-commerce is a lack of knowledge or expertise in e-commerce, namely 22%. Considering that the younger generation's interest in entrepreneurship is still low, it is necessary to increase entrepreneurship, especially among the younger generation, to continue to live independently and improve their quality of life, so that it can help improve the country's economy [19].

In digital entrepreneurship, the term e-commerce is no longer foreign to the public, especially students. Anyone can access e-commerce. E-commerce is a platform that offers convenience where sales and purchases of goods and services are processed via a computer network, in this case via the internet. In this digital era, its development can provide opportunities to increase business through e-commerce and give birth to new digital-based jobs [20]. By utilizing e-commerce, you will increase the productivity of marketing goods and services because the internet provides information 24 hours a day. E-commerce provides an opportunity for entrepreneurs to expand or increase profits from selling goods that are traded widely at small or low costs. These two things are skills in digital literacy, and the existence of e-commerce will provide opportunities, self-confidence, and growing student interest in digital entrepreneurship armed with knowledge and technological advances [21]. Both digital literacy and e-commerce are expected to be opportunities for students to be able to utilize information technology to open new businesses and increase income.

2. MATERIALS AND METHOD

This study employs a quantitative method of inquiry. Correlational data gathering is the method used in this study. Collaborative research techniques are research carried out to describe two or more facts and characteristics of the object being studied. Research is conducted to compare the similarities and differences of two or more facts based on a certain framework of thought. Data collection in this research is done using a questionnaire method. In the questionnaire method, the questionnaire will previously be tested using validity

and reliability tests. Following the completion of data collection, statistical processing will be done on the data. to do multiple regression analysis to examine each variable's impact. Students make up the population in this study. Researchers use simple random sampling, in which sample members are chosen at random from the population without taking into account the population's strata. With this method, everyone has an equal chance of being chosen as a sample member. 200 people in all completed the sample.

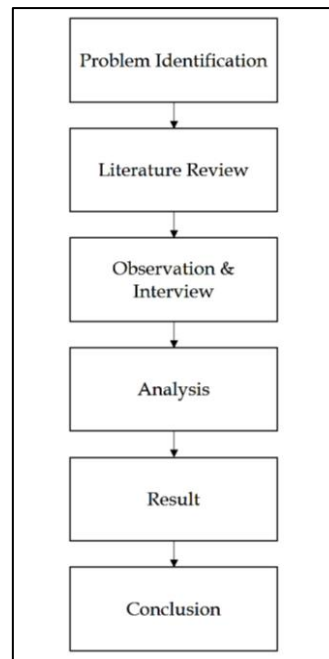


Figure 1. Research Flowchart

This research started with problem identification, then researcher conducted a literature review to find and explore relevant and update journal to support the research. Researcher conducted a survey to respondents, did some analysis, processed the data and made a conclusion regarding the result of processed data. The data collection technique is carried out by giving a set of questions that have been arranged systematically via Google Form and then given to respondents to answer. Or, in other words, data collection techniques are carried out indirectly. The type of questionnaire used here is a closed-model questionnaire because the answers have been provided. Research instruments are measuring tools in research, where these measuring tools are used to measure a phenomenon that is being observed. Research instruments must be valid and reliable. An instrument is said to be valid if it measures what it wants to measure. When an instrument is used again to measure the same thing and consistently yields the same results, it is considered to be reliable. This research used a questionnaire. Using a Likert scale with several predetermined answer options. In this research, there are three variables measured, namely: digital literacy (X1), e-commerce (X2) as the independent variable, and interest in digital entrepreneurship (Y) as the dependent variable.

3. RESULTS AND DISCUSSION

The majority of respondents can use the internet well, according to the research's findings, and internet literacy is relatively high. The majority of respondents can use search engines effectively, and search engine proficiency is relatively good. Understanding of how web browsers, http, html, and urls work is classified as moderate. Some respondents understand how hypertext, hyperlinks, web browsers, http, html, and urls work, and some others do not really understand how hypertext, hyperlinks, http, html, and urls work. Understanding the differences between textbooks and the internet is classified as moderate. Some respondents understand the differences between textbooks and the internet, and others have little experience concluding information on the internet compared to books. The capacity to examine the history of online information sources is mediocre. A few survey participants were adept at analyzing the history of online information sources. Others have failed to conduct a thorough background analysis of online information sources. The majority of respondents are competent at evaluating the information content of various web pages, and the ability to assess the information content of various web pages is relatively good. The ability to re-check the correctness of the information obtained is relatively high. And most respondents were able to double-check the correctness of the information they obtained. The ability to organize information is relatively high. and most respondents were able to organize information well.

The ease of communication and interaction in the product and service delivery process felt by respondents is relatively high. and most respondents felt that there was ease of communication and interaction in the process of delivering products and services on e-commerce sites. Business transaction automation is relatively high. And most respondents felt that the automation of business transactions was good and made transactions easier. E-commerce work processes are relatively high. And most respondents felt that the work process on the e-commerce site was easy. Improvements in the quality of goods and services are classified as moderate. Some respondents felt that the quality of goods and services on e-commerce sites was good and satisfying. Others feel that the quality of goods and services on e-commerce sites is not very good. It's usually not very easy to buy and sell things using online services. Some survey participants thought it was a good thing to be able to buy and sell goods on e-commerce websites. Others believe that using e-commerce websites to buy and sell goods is not the best option. Indicators of studying the science you like tend to be high. Most respondents enjoy studying knowledge related to digital entrepreneurship. Having the drive to carry out activities and experiences tends to be high. Most respondents have the drive to carry out activities and have experience in digital entrepreneurship. Focusing on objects of interest tends to be moderate. Some respondents focused on the objects they liked in doing digital entrepreneurship well, and others did not focus on the objects they liked in doing digital entrepreneurship well. Working on objects that are liked tends to be moderate. Some respondents work well on the objects they like in digital entrepreneurship, and others are not very focused on working on the objects they like.

With responses from 200 participants, the descriptive analysis of the digital literacy variable revealed a range value of 41, with the lowest score being 54 and the highest being 95. The average score was 82, the variation was 64.8, and the standard deviation was 8.05. A range value of 27, a minimum value of 48, a maximum value of 75, an average score of 65, a standard deviation value of 6.2, and a variance value of 38 were derived from the descriptive analysis of the e-commerce usage variable. A range value of 36, a minimum value of 69, a maximum value of 105, an average score of 89, a standard deviation value of 10.2, and a variance value of 103.6 were obtained from the descriptive analysis of the interest variable in digital entrepreneurship. The constant value (a) is 14.5, which means that if digital literacy and use of e-commerce are 0 or without the X1 and X2 values, interest in digital entrepreneurship will increase by 14.5. The coefficient value of the digital literacy variable (X1) is 0.31. So, it can be interpreted that for every 1 unit increase in digital literacy, students' interest in digital entrepreneurship increases by 0.31. The coefficient value of the e-commerce variable (X2) is 0.8. So, it can be interpreted that for every 1 unit increase in digital literacy, students' interest in digital entrepreneurship increases by 0.8.

The digital literacy variable has a significance value of 0.02 based on the study's findings. With the estimated t-value > t-table, the significance value is $0.02 < 0.05$. Thus, it may be inferred from this that H_0 is rejected and H_a is accepted, indicating that the digital literacy variable (X1) only has a limited impact on students' interest in digital entrepreneurship. The variable has a positive influence, as indicated by the positive t-value that was obtained. Students' interest in digital entrepreneurship will grow along with their level of digital literacy. The significance value for the e-commerce usage variable is 0.000. This results in a determined t-value > t-table and a significance value of $0.000 < 0.05$. Thus, it may be inferred from this that H_0 is rejected and H_a is approved, indicating that the e-commerce usage variable (X2) only has a limited impact on students' interest in digital entrepreneurship. The variable has a positive influence, as indicated by the positive t value that was obtained. E-commerce usage will grow, and so will interest in digital entrepreneurship. The value for f-count > f-table was determined using the findings of the F test analysis. Therefore, it can be said that H_0 is rejected but H_a is accepted. This indicates that the dependent variable (interest in digital entrepreneurship) is influenced simultaneously by the two independent variables of digital literacy and e-commerce use. R-square is equal to 0.4. This demonstrates that the variables digital literacy (X1) and use of e-commerce (X2) can explain 40% of the variable interest in digital entrepreneurship (Y), while the remaining 60% is explained by other factors.

3.1 The Influence of Digital Literacy on Interest in Digital Entrepreneurship

The variable digital literacy (X1) has a positive value for the interest variable in digital entrepreneurship (Y), according to the research findings. This demonstrates how students' interest in digital entrepreneurship is influenced by their digital literacy. This is based on study findings that had a t-count value > t-table with a regression coefficient value of 0.31 and significant values of $0.02 < 0.05$. It follows that interest in digital entrepreneurship is influenced by digital literacy. Based on the results of the questionnaire, it was discovered that respondents are knowledgeable about web navigation and hypertext, know how to search the internet, understand url, http, and html, can evaluate content, and can organize their learning. From various sources of information, this illustrates that digital literacy is able to influence students' interest in digital entrepreneurship. This means that as students' digital literacy increases, their interest in digital entrepreneurship increases. One of the things that needs to be prepared for digital entrepreneurship is digital competency, one of which is digital literacy. In this case, to become a digital entrepreneur, you must have the ability. Ability and knowledge are important to come up with business ideas that will be carried out. Especially the importance of having the

ability to master digital technology. Success built with the power of technology will build a successful digital business. Technological advancement is one of the elements that affects a person's interest in digital entrepreneurship. In the modern day, it is crucial to acquire new knowledge and abilities, in this case, digital literacy. The stronger a person's desire in realizing their potential in the digital world, including in digital business, the better their digital literacy abilities are. The findings of this study are consistent with earlier studies that found that students' intentions to start an online business are influenced by their level of digital literacy. This indicates that students' entrepreneurial inclinations are influenced by their level of digital literacy, as seen by the computed t value of 0.000, which is less than 0.05. According to the findings of this study's regression analysis, the regression coefficient for the variable measuring digital literacy is positive, coming in at 0.31. This demonstrates that the digital literacy variable has a favorable and significant impact on entrepreneurial inclinations in e-business.

3.2 The Influence of Using E-commerce on Interest in Digital Entrepreneurship

The variable e-commerce (X2) has a positive value for the variable interest in digital entrepreneurship (Y), according to the research findings. This demonstrates how students' interest in digital entrepreneurship is influenced by the use of e-commerce. Research findings with a significance level of $0.000 < 0.05$ and a determined t-value $> t$ -table with a regression coefficient value of 0.8 serve as the foundation for this. Therefore, it may be inferred that e-commerce usage affects interest in digital entrepreneurship. The majority of students were able to use e-commerce effectively and were able to adapt to the offered e-commerce website, according to information gathered from respondents based on the findings of the questionnaire that was administered. In addition, there are a number of e-commerce perspectives that the majority of students agreed with, including those from the business, communication, and online perspectives, including those from the service side, transaction system, navigation system, delivery of goods, etc. This shows how the use of e-commerce can affect students' interest in digital entrepreneurship. This implies that students' interest in digital entrepreneurship grows as their use of e-commerce does. One of the things that raises interest in digital entrepreneurship is the existence of e-commerce and internet networks. Digital entrepreneurship is a more technology-centric view of creating products and services using the internet. The service uses big data or artificial intelligence. Digital entrepreneurs can utilize digital media to capture opportunities and advance the creative economy. To become a digital entrepreneur, an entrepreneur is expected to have skills in information technology. This is because trends in technology and digital business are very rapid. All aspects of running a business or entrepreneurship cannot be separated from technology. Digital businesses such as e-commerce, business applications (fintech), digital marketing, etc. are the best choices for starting digital entrepreneurship. Apart from that, there are several benefits that can be obtained if you use e-commerce as a tool for entrepreneurship, which will encourage students' interest in digital entrepreneurship. The findings of this study are consistent with earlier studies that found e-commerce has an impact on students' interest in entrepreneurship. According to the study's findings, sig was 0.01, then 0.05, therefore H_0 was disregarded. This demonstrates that e-commerce and students' entrepreneurial ambitions are significantly correlated.

3.3 The Influence of Digital Literacy and E-commerce Use on Interest in Digital Entrepreneurship

The variable interest in digital entrepreneurship is significantly influenced by both digital literacy and the use of e-commerce, as shown by the f-count value of 51.2, which is higher than the f-table value of 3.1, according to the results of simultaneous calculations using the F test. The significant level is $0.000 < 0.05$, indicating that the variables of digital literacy (X1) and use of e-commerce (X2) can affect the variable of interest in digital entrepreneurship (Y). The regression coefficient value on the R square value is 0.44, which indicates that digital literacy (X1) and e-commerce (X2) can influence interest in digital entrepreneurship (Y) by a combined 40%, with additional factors that were not studied in this study accounting for the remaining 60%. An individual's personality (feelings and emotions, perception, motivation, learning (attitude), income, motivation, ideals, and self-esteem) and sociological issues relating to family and other social relationships are the two personal factors that influence their interest in starting their own business. Social connections can act as "role models," which can have an impact on someone's entrepreneurial interests and environment, particularly in terms of how they interact with the environment. Role models, opportunities, and activities are examples of environmental factors; in addition, they are impacted by rivals, resources, and governmental regulations.

4. CONCLUSION

Students' interest in digital entrepreneurship is positively impacted by their level of digital literacy. Students' interest in digital entrepreneurship is positively impacted by the use of e-commerce. The use of e-commerce and digital literacy both increase students' interest in digital entrepreneurship. The findings of the study indicated that interest in digital entrepreneurship is influenced by digital literacy. This demonstrates that kids who are proficient in using technology will also have a high level of interest in engaging in digital

entrepreneurship. So that they can maximize their potential for digital entrepreneurship, students are expected to increase their understanding of digital literacy. The study's findings indicated that interest in digital entrepreneurship is influenced by the use of e-commerce. This demonstrates how adeptly students can use e-commerce. Students' interest in digital entrepreneurship will rise as a result of this. Thus, it is expected of students that they can use e-commerce to maximize their potential for digital business. The findings of this study can be helpful in determining how e-commerce and digital literacy affect students' interest in digital entrepreneurship. In order for students to apply their knowledge to digital entrepreneurial activities, this can be accomplished by developing or holding training, seminars, or instruction connected to digital literacy and the usage of e-commerce. As a student, you can learn more about digital literacy and how to use e-commerce for entrepreneurship. In digital entrepreneurship, digital literacy is needed so that students can master and utilize available information and technology effectively. E-commerce is also very necessary because there are no limits in terms of trade and marketing, which are broad and affordable, so you can maximize the business you run. It is hoped that we can look for other independent variables that were not included in this research or previous research. Apart from that, it is better to take a broader scope, such as students in general or in all faculties. For further data collection techniques, we will develop data collection techniques using test instruments for measuring digital literacy so that we can measure students' abilities in digital literacy in more depth.

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