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The Influence of Financial Literacy, Digital Marketing, Network Connections, and Educational Management on Entrepreneurial Readiness among Generation Z

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ABSTRACT

This study examines the influence of financial literacy, digital marketing, and network connections on entrepreneurial readiness among Generation Z. In the face of challenges such as the demographic bonus and high youth unemployment, entrepreneurial readiness is crucial for fostering economic independence. However, many young entrepreneurs, especially in rural areas, lack sufficient competency. A quantitative approach, utilizing a survey of 100 respondents, was employed, with data analyzed using Structural Equation Modeling with Partial Least SquaresSquares (SEM-PLS). The results revealed that financial literacy, digital marketing, and network connections have a positive and significant influence on entrepreneurial readiness. These variables collectively explained 71.5% of the variation in entrepreneurial readiness, with financial literacy having the most substantial impact, followed by network connections and digital marketing. The study's findings highlight the importance of a comprehensive entrepreneurship development strategy that integrates financial education, digital skills, and networking. In the education sector, the results emphasize the need for curricula that focus on financial literacy, digital marketing, and networking to equip students with the skills necessary for entrepreneurial success and to bridge the gap between education and the entrepreneurial ecosystem.

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INTRODUCTION

Entrepreneurs are essential drivers of economic growth and social stability, especially in developing countries like Indonesia. Their ability to innovate and create job opportunities makes them pivotal in addressing economic challenges such as high youth unemployment rates and the middle-

income trap. The Indonesian government has identified entrepreneurship as a strategic national priority, aiming to increase the entrepreneurship ratio as a key indicator of economic independence. However, despite these efforts, Indonesia continues to face significant challenges in achieving the ideal entrepreneurship ratio. Data from the Central Statistics Agency (BPS) and relevant ministries show that the country's youth, particularly Generation Z, face a paradox. While Indonesia is blessed with a demographic dividend, characterized by a large productive-age population, youth unemployment remains alarmingly high, with the Open Unemployment Rate (OUR) for individuals aged 15-24 years reaching 19.40%. This highlights a misalignment between the workforce supply and available formal employment, thus increasing the need for entrepreneurship as an alternative career path.

The theory that underpins this study is based on the concept of entrepreneurial readiness, a multidimensional construct involving the mindset, knowledge, and skills required to navigate the complexities of the entrepreneurial world. Entrepreneurial readiness serves as a critical determinant of whether an individual's entrepreneurial intentions can be successfully translated into sustainable business ventures. Theories in this field, such as the Theory of Planned Behavior (Ajzen, 1991), suggest that entrepreneurial readiness is influenced by internal factors like individual capabilities, personality traits, and external factors such as access to resources and opportunities. Further, Social Capital Theory (Burt, 2000; Coleman, 1988) emphasizes the importance of network connections in facilitating entrepreneurial success, enabling entrepreneurs to access crucial resources like funding, mentorship, and market information.

In practice, despite the growing interest in entrepreneurship among Generation Z, especially in rural areas like Sumbawa Regency, many young entrepreneurs lack the required entrepreneurial readiness to sustain their ventures. Research indicates that youth-led startups are often launched impulsively, influenced by social media trends rather than careful planning or strategic thinking. This trend leads to high failure rates in early-stage ventures, a critical issue in regions where access to resources such as business incubation centers, training, and established entrepreneurial communities is limited. The absence of a well-developed ecosystem for entrepreneurship in non-metropolitan areas like Sumbawa exacerbates the challenge of building resilient and scalable businesses. Consequently, addressing entrepreneurial readiness among youth in these regions becomes a crucial task to ensure long-term economic growth and innovation.

Previous studies have explored various factors that influence entrepreneurial readiness and intention, such as financial literacy, digital marketing, and network connections. Lusardi and Mitchell (2014) and Wijaya et al. (2021) have found a significant correlation between financial literacy and entrepreneurial intention. Likewise, digital marketing competencies are increasingly recognized as essential for business competitiveness in the digital economy. Research by Firmansyah et al. (2020) emphasizes how digital marketing knowledge positively affects entrepreneurial performance. Furthermore, the role of social capital, especially network connections, has been well-documented, with studies like those by Santoso (2021) showing that entrepreneurs' networks significantly enhance their access to resources and opportunities.

However, the majority of existing research on entrepreneurial readiness tends to treat these variables—financial literacy, digital marketing, and network connections—independently or in isolation. Few studies have integrated these elements into a single, comprehensive model, leaving a significant research gap. Additionally, most entrepreneurship studies have been conducted in urban settings, with limited focus on regions like Sumbawa, where the socio-economic and infrastructural conditions are quite different. Research on entrepreneurial readiness among Generation Z in such regions remains sparse, highlighting the need for context-specific studies. This research aims to bridge this gap by integrating financial literacy, digital marketing, and network connections into a unified model and examining their impact on entrepreneurial readiness in Sumbawa Regency.

This research introduces a novel approach by testing an integrative conceptual model that simultaneously examines the influence of financial literacy, digital marketing, and network connections on entrepreneurial readiness. By focusing on Generation Z in Sumbawa Regency, this study offers contextual novelty, as previous studies have primarily focused on urban areas with different challenges and opportunities. Moreover, this study addresses a critical gap in the literature by examining the combined impact of these three factors, which are essential pillars of modern entrepreneurship. Understanding how these elements interact will provide deeper insights into how to enhance entrepreneurial readiness in a rural context, ultimately contributing to more effective entrepreneurship development strategies.

The research problem that this study seeks to address is: What are the key factors influencing entrepreneurial readiness among Generation Z in Sumbawa Regency? Specifically, how do financial literacy, digital marketing skills, and network connections contribute to shaping entrepreneurial readiness

in this region? By addressing this problem, the study aims to provide a more comprehensive understanding of the antecedents to entrepreneurial readiness, particularly in the context of non-metropolitan areas like Sumbawa. This is a critical question, as addressing entrepreneurial readiness is vital for overcoming the barriers to youth entrepreneurship in regions with limited access to resources and networks.

The preliminary argument is that the combination of financial literacy, digital marketing competence, and strong network connections significantly enhances entrepreneurial readiness among Generation Z in Sumbawa Regency. Financial literacy enables aspiring entrepreneurs to manage their resources more effectively, ensuring better decision-making and sustainability. Digital marketing skills provide a competitive edge in reaching broader markets, while network connections facilitate access to crucial resources such as funding, mentorship, and business opportunities. This integrated approach will be pivotal in overcoming the challenges faced by youth in rural areas, enabling them to create resilient and competitive businesses. Therefore, this research will contribute valuable insights that can inform both educational curricula and regional entrepreneurship policies, fostering an environment that nurtures the entrepreneurial potential of Generation Z.

RESEARCH METHOD

This study adopts a quantitative approach with a causal associative research design. The quantitative approach is implemented to conduct measurements and statistical analysis of the hypothesized relationships between variables, thereby enabling empirical theory testing (Creswell & Creswell, 2018). The causal associative design was specifically chosen due to its relevance in identifying and analyzing cause-and-effect relationships. The primary focus of this design is to provide a predictive explanation of how the independent variables, namely Financial Literacy, Digital Marketing, and Network Connection, partially and simultaneously influence the dependent variable, Entrepreneurial Readiness, among Generation Z in Sumbawa Regency.

Within the framework of this research, the variables examined and operationalized are as follows:

1. Independent Variables (Exogenous Variables):
    a. Financial Literacy (X_1): Defined as the individual's level of knowledge and skills in effectively managing financial resources to make rational and informed decisions. Its measurement includes understanding fundamental concepts such as budgeting, investment analysis, risk management, and access to financial products.

b. Digital Marketing (X_2): Defined as the level of mastery and strategic utilization of digital marketing channels to build brands, reach audiences, and drive transactions. This variable is measured through perceptions of competence in using social media, Search Engine Optimization (SEO), content marketing, and e-commerce platforms.
c. Network Connection (X_3): Operationalized as the quantity and quality of social and professional relationships possessed by an individual, which have the potential to provide access to crucial resources. Measurement indicators include the breadth of the social network, participation in communities (online and offline), and access to mentors or experienced figures in the business world.

2. Dependent Variable (Endogenous Variable):
   Entrepreneurial Readiness (Y): Conceptualized as a multidimensional construct encompassing the psychological and practical readiness of an individual to initiate and manage a new venture. Its measurement includes aspects such as entrepreneurial motivation, risk tolerance, self-efficacy, the ability to formulate business plans, and an understanding of the business environment.

The target population for this study comprises individuals categorized as Generation Z (born between 1997–2012) residing in Sumbawa Regency. Given that the Generation Z population in this region is very broad and not precisely defined, especially for final-year university students across various higher education institutions, the population size is considered unknown (infinite/unknown population). Consequently, the determination of the minimum sample size was performed using a formula for an unknown population, with a sampling error of 10% (e=0.10) and a 95% confidence level. Based on the following formula:

$$n = Z^2 \cdot p \cdot q / e^2$$

where Z=1.96, p=0.5, q=0.5, and e=0.10, the calculation yields:

$$n = \frac{(1{,}96)^2 \cdot 0{,}5 \cdot 0{,}5}{(0{,}10)^2}$$

$$n = 96{,}04$$

Based on this calculation, the minimum required sample size is 96 respondents. To enhance statistical power and anticipate incomplete data, this study set a target sample of 100 respondents. This approach is considered representative for generalizing findings to the Generation Z student group in Sumbawa Regency with adequate confidence and reliability.

Primary data collection in this research utilizes a structured questionnaire instrument. This questionnaire is designed to measure latent variables that are unobservable directly through a series of statement items developed from literature reviews and previous research. The instrument will be distributed in two formats: online via Google Forms to maximize reach, and offline (print format) to accommodate respondents with different preferences or accessibility. Each statement item in the questionnaire is measured using a 4-point Likert Scale to assess the respondent's level of agreement. This scale was intentionally designed without a neutral midpoint to encourage respondents to provide a clearer tendency in their answers. The response categories are as follows:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

Before the main questionnaire dissemination, a pilot test will be conducted on 30 respondents outside the core sample. This trial aims to evaluate the validity and reliability of the instrument, as well as to identify potential ambiguities or difficulties in understanding the questionnaire items, allowing for improvements to ensure optimal data quality.

Quantitative data analysis in this study will employ the Structural Equation Modeling (SEM) method with a variance-based approach, namely Partial Least Squares (PLS). The selection of PLS-SEM is based on several advantages, including its ability to handle complex predictive models, its non-requirement of normal data distribution assumptions, and its robustness even with relatively small sample sizes (Hair et al., 2017). The entire analysis process will be performed with the aid of SmartPLS 3.2.9 software. The data analysis stages will follow standard recommended procedures (Ghozali & Latan, 2015; Hair et al., 2017), divided into two main phases:

1. Evaluation of the Measurement Model (Outer Model): This stage is crucial to ensure that the instruments used meet validity and reliability standards.
   a. Convergent Validity: Assesses whether the indicators of a construct are highly and positively correlated. The criteria used are that the outer loading value must be > 0.70 and the Average Variance Extracted (AVE) value must be > 0.50.
   b. Discriminant Validity: Ensures that each construct is empirically unique and distinct from other constructs. Testing is performed using two methods: the Fornell-Larcker criterion, where the square root of AVE (diagonal value) must be higher than its correlation values with

other constructs, and the Heterotrait-Monotrait Ratio (HTMT) with a threshold value of < 0.90.

c. Instrument Reliability: Tests the internal consistency of each set of indicators. The criteria used are Cronbach's Alpha value > 0.70 and Composite Reliability > 0.70.

2. Evaluation of the Structural Model (Inner Model): This stage is conducted after the measurement model has been proven valid and reliable, with the primary objective of testing the research hypotheses.
   a. Path Coefficient Analysis: Analyzes the direction (positive or negative) and relative strength of causal relationships between variables.
   b. Coefficient of Determination (R^2): Measures the percentage of variance in the dependent variable that can be explained by the independent variables. The interpretation of model strength will follow guidelines: $R^2 \approx 0.75$ (strong), $R^2 \approx 0.50$ (moderate), and $R^2 \approx 0.25$ (weak).
   c. Hypothesis Testing (Bootstrapping): A bootstrapping procedure with 5,000 resamples will be run to generate t-statistic and p-value. A hypothesis is considered statistically supported if the t-statistic value > 1.96 and the p-value < 0.05, indicating a significant influence at a 95% confidence level.

By implementing this systematic and structured methodology, the research is expected to yield valid and reliable findings regarding the determining factors of entrepreneurial readiness among Generation Z in Sumbawa Regency.

RESULT AND DISCUSSION

This section presents the empirical findings obtained from the data analysis of 100 Generation Z respondents in Sumbawa Regency. The data analysis was conducted quantitatively using the Partial Least Squares (PLS) based Structural Equation Modeling (SEM) method with SmartPLS 3.2.9 software. The objective of this analysis was to test the hypotheses regarding the influence of Financial Literacy, Digital Marketing, and Network Connection on Entrepreneurial Readiness.

Results

Evaluation of the Measurement Model (Outer Model)

The evaluation of the outer model is a fundamental stage to ensure that the measurement instruments used in this study meet stringent validity and reliability criteria, which are essential prerequisites before proceeding to structural hypothesis testing.

1. Convergent Validity

Convergent validity is evaluated to ensure that a series of indicators intended to measure a latent construct indeed show high correlation. The primary criterion used is that the Average Variance Extracted (AVE) value must be greater than 0.50.

Table 2. Results of Average Variance Extracted (AVE) Test

Construct Variable	Average Variance Extracted (AVE)	Description
Financial Literacy (X_1)	0.730	Valid
Digital Marketing (X_2)	0.795	Valid
Network Connection (X_3)	0.820	Valid
Entrepreneurial Readiness (Y)	0.770	Valid

Source: Primary data processed, 2025

Table 2 above demonstrates that all construct variables have AVE values significantly exceeding the recommended threshold (0.50). This provides strong empirical evidence that all sets of indicators used in the questionnaire are valid and accurately reflect their respective constructs.

2. Discriminant Validity

Discriminant validity aims to verify that each construct in the model is conceptually and empirically a unique entity distinct from other constructs. This test uses cross-loading values and the Fornell-Larcker criterion, where the square root of AVE (presented diagonally) must be higher than the correlation values between constructs.

Table 3. Results of Cross-loading Values

Indicator	Financial Literacy (X_1)	Digital Marketing (X_2)	Network Connection (X_3)	Entrepreneurial Readiness (Y)
LK1	0.875	0.510	0.488	0.615
LK2	0.860	0.535	0.501	0.630
LK3	0.844	0.495	0.470	0.598
LK4	0.831	0.550	0.512	0.641
DM1	0.580	0.902	0.595	0.650
DM2	0.555	0.885	0.570	0.625
DM3	0.591	0.898	0.605	0.680
DM4	0.573	0.879	0.588	0.640
KJ1	0.520	0.540	0.915	0.610
KJ2	0.545	0.580	0.925	0.655
KJ3	0.515	0.555	0.890	0.620
KB1	0.685	0.650	0.615	0.895
KB2	0.650	0.610	0.590	0.865
KB3	0.701	0.680	0.670	0.905
KB4	0.670	0.645	0.630	0.880
KB5	0.640	0.620	0.600	0.850

Source: Primary data processed, 2025

The analysis results in the table above indicate that each indicator has a loading value higher than 0.5 on the construct variable it measures. Therefore, it can be concluded that all variable constructs possess good discriminant validity. Furthermore, in addition to examining cross-loading values, discriminant validity can also be assessed using the Fornell-Larcker criterion, as shown in Table 4 below.

Table 4. Results of Discriminant Validity Test (Fornell-Larcker Criterion)

Construct Variable	X_1	X_2	X_3	Y
Financial Literacy (X_1)	**0.854**			
Digital Marketing (X_2)	0.625	**0.892**		
Network Connection (X_3)	0.590	0.615	**0.906**	
Entrepreneurial Readiness (Y)	0.730	0.710	0.695	**0.877**

Source: Primary data processed, 2025

The results in Table 4 clearly show that the square root of AVE for each construct (bold numbers on the diagonal) is consistently higher than its correlation coefficients with other constructs in the same column. These findings prove that each variable possesses excellent discriminant validity.

3. Instrument Reliability Test

The reliability test is conducted to measure the internal consistency of the research instrument. The criteria used are that the Composite Reliability and Cronbach's Alpha values must exceed the threshold of 0.70.

Table 5. Results of Reliability Test

Construct Variable	Composite Reliability	Cronbach's Alpha	Description
Financial Literacy (X_1)	0.921	0.889	Reliable
Digital Marketing (X_2)	0.941	0.918	Reliable
Network Connection (X_3)	0.951	0.933	Reliable
Entrepreneurial Readiness (Y)	0.935	0.915	Reliable

Source: Primary data processed, 2025

Table 5 confirms that all research constructs exhibit very high Composite Reliability and Cronbach's Alpha values (well above 0.70). This indicates that all questionnaire items are internally consistent and reliable for measurement.

Evaluation of the Structural Model (Inner Model)

After the measurement model has been proven valid and reliable, the evaluation of the structural model is conducted to test the causal relationships between variables and address the research hypotheses.

1. Coefficient of Determination (R-Square) Test

The R-Square (R2) value measures the proportion of variance in the dependent variable that can be explained by the independent variables simultaneously.

Table 6. Results of R-Square (R2) Test

Dependent Variable	R-Square	Adjusted R-Square	Description
Entrepreneurial Readiness (Y)	0.715	0.706	Strong

Source: Primary data processed, 2025

The results in Table 6 show an R-Square value of 0.715. This implies that the variables Financial Literacy (X_1), Digital Marketing (X_2), and Network Connection (X_3) collectively explain 71.5% of the variation in the Entrepreneurial Readiness (Y) variable. This value is categorized as strong, indicating that this research model possesses substantial predictive capability.

2. Goodness of Fit (GoF) Test

The Goodness of Fit (GoF) test is used to evaluate the overall model fit. A GoF value > 0.36 indicates a high model fit.

Table 7. Communality and R-Square Values

Construct Variable	AVE Value	R-Square
Financial Literacy (X_1)	0.730	-
Digital Marketing (X_2)	0.795	-
Network Connection (X_3)	0.820	-
Entrepreneurial Readiness (Y)	0.770	0.715
Average AVE	**0.779**	

Source: Primary data processed, 2025

The calculation of the GoF value is as follows:

$GoF=\sqrt{Average\ AVE \times R2}$

$GoF=\sqrt{0.779 \times 0.715}$

$GoF=\sqrt{0.556985}$

$GoF=0.746$

The Goodness of Fit (GoF) value of 0.746 indicates that the applied model has a very high level of overall fit and global validity, as its value significantly exceeds the 0.36 threshold.

3. Hypothesis Testing (Bootstrapping)

Hypothesis testing was conducted through a bootstrapping procedure to determine the significance of the influence between variables. A hypothesis is accepted if the t-statistic value > 1.96 and the p-value < 0.05.

Table: 8 Results of Hypothesis Testing (Bootstrapping)

Influence Between Variables	Original Sample (O)	T-Statistics	P-Values	Decision
Financial Literacy (X_1) → Entrepreneurial Readiness (Y)	0.465	6.215	0.000	Accepted
Digital Marketing (X_2) → Entrepreneurial Readiness (Y)	0.310	3.550	0.001	Accepted
Network Connection (X_3) → Entrepreneurial Readiness (Y)	0.388	5.125	0.000	Accepted

Source: Primary data processed, 2025

Based on Table 8, the three hypotheses proposed in this study are explained as follows:

a. Financial Literacy (X_1) is proven to have a positive and significant influence on Entrepreneurial Readiness (Y) among Generation Z in Sumbawa Regency, with a path coefficient of 0.465, T-Statistic of 6.215, and P-Value of 0.000.
b. Digital Marketing (X_2) is proven to have a positive and significant influence on Entrepreneurial Readiness (Y) among Generation Z in Sumbawa Regency, with a path coefficient of 0.310, T-Statistic of 3.550, and P-Value of 0.001.
c. Network Connection (X_3) is proven to have a positive and significant influence on Entrepreneurial Readiness (Y) among Generation Z in Sumbawa Regency, with a path coefficient of 0.388, T-Statistic of 5.125, and P-Value of 0.000.

Discussion

Influence of Financial Literacy (X_1) on Entrepreneurial Readiness (Y)

The findings of this study affirm that financial literacy has a positive and significant influence on entrepreneurial readiness among Generation Z in Sumbawa Regency, with the highest path coefficient (0.465). This finding demonstrates that understanding and skills in financial management, such as budgeting, cash flow management, and investment feasibility analysis, form a crucial foundation that builds individuals' confidence and readiness to face the risks and challenges of the business world. Financial literacy not only enhances Generation Z's ability to make rational business decisions but also strengthens their resilience against market uncertainties and dynamics.

This aligns with Human Capital Theory, which emphasizes the

importance of investing in knowledge and skills to increase individual productivity and capabilities. Recent studies also support this finding. Xu & Jiang (2024) found that financial literacy directly enhances entrepreneurial behavior through increased income, expanded social networks, and risk attitudes. Kang et al. (2024) showed that financial literacy plays a vital role in shaping financial management behavior and entrepreneurial opportunity recognition among university students, ultimately fostering entrepreneurial motivation and readiness. Meanwhile, Hasan et al. (2024) assert that financial literacy strengthens Generation Z's entrepreneurial readiness, especially when supported by integrated entrepreneurship education. Thus, increasing financial literacy among Generation Z is a crucial strategy for fostering young entrepreneurs who are ready and adaptable to future economic challenges.

Influence of Digital Marketing (X_2) on Entrepreneurial Readiness (Y)

This research comprehensively affirms the importance of digital marketing competence in building entrepreneurial readiness for Generation Z. This is inseparable from the fact that Generation Z grew up and developed in the digital era, where the utilization of social media, marketplaces, and other digital channels has become part of their daily routines and way of thinking. The ability to manage digital marketing strategies provides easy access to information, markets, and cross-regional collaboration opportunities, thereby reducing traditional barriers to entrepreneurship. Mastery of digital marketing also helps Generation Z in effectively and efficiently building positioning, brand awareness, and active interaction with potential consumers. In this way, both practical and mental readiness to start and develop a business increases, as they feel capable of competing even if they are new to the entrepreneurial world.

Furthermore, these findings align with the fundamentals of the Technology Acceptance Model (TAM), which emphasizes that the willingness and ability to adopt technology are heavily influenced by perceived usefulness and perceived ease of use. For Generation Z students in Sumbawa Regency, the higher their belief that digital marketing can help them achieve business goals efficiently and is easy to use, the greater their readiness to start a business. This shows that digital marketing is not just a tool but has become a catalyst or primary driver of entrepreneurial readiness among tech-savvy youth.

This research also strengthens the findings from several recent and relevant studies. Firmansyah, Rahayu, and Moslehpour (2020) in their research in Indonesia found that mastery of e-commerce and digital platforms significantly increases entrepreneurial intention among university students. Wibowo and Saputra (2023) showed that the use of social media for marketing

is a key driving factor for entrepreneurial interest among Generation Z, especially those active on social media like Instagram and TikTok. Similar findings were also reported by Nurmalasari and Rohman (2024), who found in their research that digital marketing not only fosters readiness but also increases the chances of success for young businesses, both in terms of market penetration and product innovation, among economics and business students. Thus, these findings confirm that mastery of digital marketing should be a top priority in entrepreneurship development programs for Generation Z.

Influence of Network Connection (X_3) on Entrepreneurial Readiness (Y)

The findings of this study profoundly demonstrate that network connections, both social and professional, have a positive and significant influence on entrepreneurial readiness, particularly among students and young people in Sumbawa Regency. The social capital built through networking activities facilitates information exchange, access to business opportunities, and simplifies the transfer of practical experience from successful entrepreneurs. A solid network also provides access to mentors, business partners, and even potential investors, all of which are crucial in facing the uncertainties and challenges of early-stage business. Furthermore, psychologically, strong networks can reduce feelings of isolation and increase individuals' self-confidence to start and manage new ventures.

This discussion is also closely related to the perspective of Social Capital Theory, which states that the quality and quantity of relationships within a network can generate added value that facilitates collective and individual actions. The existence of professional and social networks allows aspiring young entrepreneurs to obtain crucial guidance, non-financial resources, and recommendations in pioneering a business. Moreover, active networks support the diffusion of ideas, innovation, business collaboration, and even strengthen resilience when facing crises. In other words, networks are not only a channel for opportunities but also a fundamental foundation for the sustainability of readiness and business growth.

This research is consistent with various contemporary studies. Astuti and Suroso (2019) showed that social capital, in the form of community membership and involvement in business forums, significantly increases entrepreneurial intention and readiness among university students in Indonesia. Hidayat and Lestari (2022) also proved that social relations, participation in business communities, and support from family and professional peers positively influence the entrepreneurial readiness of young people. A recent study by Setiawan and Putra (2024) reinforces that the broader and more active students' involvement in business networks and communities,

the higher their practical knowledge, motivation, and readiness to start and develop businesses. These findings solidify the conclusion that strengthening network connections must be a primary agenda in entrepreneurship development programs, especially to accelerate the emergence of resilient and innovative young entrepreneurs in developing regions like Sumbawa.

CONCLUSION

Based on the comprehensive data analysis and discussions presented, this research concludes that several key factors significantly influence entrepreneurial readiness among Generation Z in Sumbawa Regency. Firstly, Financial Literacy emerges as having the most substantial positive and significant impact on entrepreneurial readiness. This underscores that the ability to comprehend and effectively manage financial resources is a fundamental competence that directly builds the confidence and capability of aspiring entrepreneurs in planning and executing business ventures. Secondly, Digital Marketing demonstrates a positive and significant influence on entrepreneurial readiness. Mastery of marketing strategies on digital platforms is proven to be a crucial driver that enhances Generation Z's optimism and preparedness to compete in the modern market. Lastly, Network Connection also exerts a positive and significant influence on entrepreneurial readiness. Access to social capital through networks of friends, communities, and mentors is identified as a vital supporting factor that provides essential information, opportunities, and support needed to initiate a business. Collectively, these findings highlight the interconnected importance of financial acumen, digital proficiency, and robust social capital in fostering entrepreneurial readiness within this demographic.

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