

Strategic Communication of Entrepreneurship Education for Digital Generation

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Abstract—This Entrepreneurship and the creative economy are important sectors in sustainable development that have proven capable of being the backbone of the country's economy. Supporting this, entrepreneurship education began to be developed in almost all universities in Indonesia with a variety of processes aimed at creating entrepreneurs. The development of entrepreneurship culture also received support from the government through various entrepreneurship facilitation programs in tertiary institutions. One of the challenges faced in the entrepreneurship education process is the change in student trends that have led to the digital generation. Transformation of communication strategies in entrepreneurship education programs in tertiary institutions is needed so that they are always relevant to the changing times and trends of generations that tend to have different characteristics and learning styles. The study was conducted using descriptive methods with library research, interviews and observations on entrepreneurship education practices at Dian Nuswantoro University Semarang. This paper produces an explanation of the practice and communication strategies of entrepreneurship education for the digital generation, with an analysis of the communication elements which include communicators, messages, channels (media), receiver and effects. The results showed that the communication strategy was directed at achieving creative, cognitive, collaborative, competency, and compact effects. The strategy also explored and supported by using an entrepreneurial message communicator that is attractive and credible. Delivering informative, persuasive and educative messages, and implementing media strategies by optimizing the use of digital technology.

Keywords—Strategic Communication, entrepreneurship, digital generation

I. INTRODUCTION

Entrepreneurship education has been developed in almost all universities in Indonesia with a variety of processes aimed at creating an entrepreneur. Entrepreneurship is the process of designing, launching and running new businesses that play an important role in the development and commercialization of new technologies that contain creative ideas that are transformed into useful innovations and provide solutions [1]. Rippa and Secundo [2] suggested that entrepreneurship education received great attention both in academic literature and policies applied to the community, this is because entrepreneurship is a major element in the movement towards a more knowledgeable society. Starting from the policy of the Indonesian government since 1995 to develop an

entrepreneurial culture in various educational organizations, hoping to become part of the work ethic of the Indonesian people and nation, which in the end can continue to give birth to new entrepreneurs that are reliable, resilient and independent.

Entrepreneurship education in universities in Indonesia has been facilitated by the Directorate General of Higher Education since 1997 with the existence of entrepreneurship development programs in universities offering various activities namely Entrepreneurship Lectures (KWU), Entrepreneurship Internships (MKU), Business Work Lectures (KKU), Business Consultation and Placement Employment (KBPK), and New Entrepreneurial Incubator (INWUB) [3]. All of these policies are implemented to improve the quality of graduates of higher education who are competent and entrepreneurial. Entrepreneurship education is an integration of knowledge, skills, and experience [4]. The process of delivering entrepreneurship education is related to the purpose of holding the entrepreneurship education. This can be conveyed through the provision of entrepreneurship training by involving students and providing skills directly such as by trying to become entrepreneurs through business simulations [5]. However, entrepreneurship education in tertiary institutions is not without challenges, it is not easy to change the mindset of people in Indonesia who still tend to be oriented as labor. In addition to the problem of the strong mindset to become an employee, identification of other problems is communication barriers in the implementation of the entrepreneurship basic education process which causes learning objectives not to be achieved. One of them is due to constraints in changes in student trends.

An understanding of student trends is essential to realize effective learning. There are some important things to consider about students such as the classification of age groups, characters, learning styles, and learning strategies. Lancaster and Stillman [6] divide human groups into four generations based on the age of birth, namely: 1) The Baby Boomer generation, the generation born between 1946-1964); 2) Generation X is the generation born between 1965-1980; 3) Generation Y is the generation born between 1981-1999; and Generation Z, the generation born between after 2000. By looking at the classification of this generation, it can be used as a reference for educators in tertiary institutions that students they are currently facing are between Y and Z generations, they are the digital generation.

According to Ozkan and Solmaz [7], Generation Z in the business community, mostly born after 2000 and is known as a cellular generation. They grow with technology, have high self-confidence, always happy, compatible with team spirit and like social service activities and also more interested in many activities than the previous generation. Generation Z has the following characteristics, 1) Tech Savvy, a group that understands technology, because Generation Z grows with cellphones with a variety of applications, the effect they always want is an instant answer and search for answers on the internet or Google. 2) Social, Members of this generation express their interest in social issues and want to make the world a better place. 3) Multitasking can do many tasks. They will be ready for their sudden change of life in a faster rhythm. 4) Speedy, they think in hyperlinks, characterized by fast shifts and more appreciate speed better than accuracy [8].

Generation Z always wants to be connected, live in an era of communication with a lifestyle supported by technology, and productive use of social media [9]. Various characteristics of the digital generation, causing educators who still adhere to conventional learning patterns or old communication patterns and do not want to switch to forms of teaching that use technology according to the learning styles of the digital generation to have difficulty. The community or ecosystem dimension is also a supporting factor that needs to be described to understand digital technology in influencing the nature and interaction to do identifying resources and partners in the entrepreneurial process. This is based on several studies on entrepreneurship that often overlook the impact of digital technology and the role played by users and agents in digital entrepreneurship [10].

The transformation of communication strategies in entrepreneurship education programs in university is needed to be relevant to the changing times and trends of the digital era generation. Communication strategies in the world of education are very important for the delivery and reception of messages or information in learning between lecturers to students to get a positive influence and cause the expected effect. Middleton in Cangara [11] states that "Communication strategies are the best combination of all communication elements ranging from communicators, messages, channels (media), recipients to influences (effects) that are designed to achieve optimal communication goals." Communication strategies can be understood as the art of planning communication activities to achieve the goals to be achieved, both increasing knowledge of changing behavior. This study aims to get an overview of the entrepreneurship education communication strategy implemented at Dian Nuswantoro University as a university with excellence in information technology, which has a focus on creating and developing entrepreneurship as its main vision.

II. METHODS

This paper aims to answer the following questions: the practice of entrepreneurship education at Dian Nuswantoro University? how is the entrepreneurship education communication strategy for the digital generation?. The study used a qualitative approach and a constructivism paradigm. Interviews were conducted with the lecturers and managers of the entrepreneur center, while observations were made on the process of learning the management of the Entrepreneurship and Technopreneurship Basic courses in the odd semester 2018/2019 at the Faculty of Computer Science, Dian Nuswantoro University.

III. RESULTS AND DISCUSSION

In line with research [12], entrepreneurship education is a tool to encourage positive impacts on graduates to have attitudes and intentions for entrepreneurship, but environmental barriers can prevent them from doing entrepreneurial activities when the potential for fear of entrepreneurial failure is still high. Entrepreneurship Education at Dian Nuswantoro University seeks to minimize the potential of student failure in entrepreneurship through special attention to entrepreneurial education. This is manifested in the compulsory subject of entrepreneurial fundamental courses which aims to change the mindset of students to have an entrepreneurial spirit. As a continuation of the entrepreneurship course is the Technopreneur/Start-Up Business and Creativepreneurship course. Strategies are built as a basis for actions taken to achieve goals in entrepreneurship courses, through the Entrepreneurship Learning Plan as outlined in the Semester Learning Plan (RPS) which includes learning outcomes.

Using a case study approach and problem-solving, the results of the study show that entrepreneurship education is expected to train students to be proactive, able to take initiative to act, or discourse. Proactive in this case students can recognize the problems that exist in their immediate environment and immediately take quick steps to create solutions to those problems. Openness (open mind) to listen, and not quickly reject, able to argue, or have an opinion on what is heard from other parties. Look for synergy and complementarity, which is oriented towards effective synergy and action-oriented. This is done by providing training in self-potential exploration, creative business ideas and training intuition by recognizing the risks of existing entrepreneurs.

To achieve these goals, strategies are prepared with attention to each element of communication that can be described as follows:

- a. Communicator Strategy. Some things in the communicator that can determine a good communicator, that is 1) attractiveness, the communicator will be able to change the attitudes, opinions, and behavior of the recipient of the message through the attraction mechanism by feeling the similarity so that they want to follow what is conveyed by the communicator, and 2) credibility, the communicator will succeed if the recipient of the message trusts him with credibilities such as education or experience so that the message can be trusted. The selection of lecturers or communicators in entrepreneurship learning at Dian Nuswantoro University uses these two approaches. Public lecture activities are carried out by inviting experts and entrepreneurial practitioners who have been successful and represent the digital generation.
- b. Message recipient, communication target. Recognize communication target by analyzing the characteristics and learning styles of students. Lancaster and Stillman [6] explain the learning styles of the digital generation, namely: 1) learn from experimentation, like learning patterns while directly practicing them, 2) prefer visual learning, like an environment full of media that has visual effects and digital tools for support the learning process; 3) likes to work in groups, likes teamwork using collaborative media and a supportive environment; 4) have short attention spans and multi-task well, enjoy activities simultaneously and can move from one task to another quickly; and 5) edutainment, referring to interactive and

fun learning activities. These characteristics are used as a reference in entrepreneurship learning at Dian Nuswantoro University.

- c. Selection of communication media/media strategy. Delivery of entrepreneurship teaching is done by optimizing digital technology. Learning at Dian Nuswantoro University utilize social media, multimedia and cloud platform. One of the platforms used is Google classroom as a medium for gathering tasks, brainstorming and providing some information about entrepreneurship beyond the face-to-face method. At the end of the lesson, an event was held to introduce the type of business and the product. Events are part of the media placement for business branding and products that are produced as output from the Entrepreneurship course. Communication strategy of entrepreneurship education as shown in Figure
- d. Message communication/message strategy. Entrepreneurship learning at Dian Nuswantoro University is carried out by managing the delivery of messages by applying informative, persuasive, and educative models as part of transforming educational patterns from conventional to digital by applying interactive patterns. The technique of delivering messages strategy uses the following approach: 1) Brainstorming, doing stimulus to come up with ideas and solutions. 2) Focus Group Discussion, forming discussion groups and teamwork. 3) Student Learning Center, students express their ideas, concepts, and business models. Doing their presentations, take part in competitions, and organize exhibitions (events). The strategy for delivering entrepreneurship education can be seen in Figure 1 below.

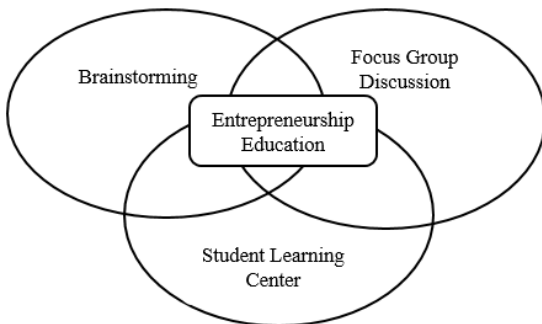


Fig. 1. Strategies for delivering entrepreneurship education at Dian Nuswantoro University

- e. Communication Effect. Through an exploration of the elements of entrepreneurship education to achieve the expected goals is the change in terms of cognitive, affective and also the behavior of students to have an entrepreneurial spirit. As a form of relevance to the development of the digital era that is increasing the capacity of 5C (creative, cognitive, collaborative, competence, cohesiveness) so that it can produce the entrepreneurs who have high qualifications and competitiveness.

Entrepreneurship education offers students a different perspective on the world, they can ultimately choose to develop their own business or not, there is a significant positive impact of attitudes towards entrepreneurship education on entrepreneurial intentions and family background [13]. The entrepreneurship education communication strategy at Dian Nuswantoro University is set

to achieve the goals and foster an entrepreneurial spirit so that the student can develop their business. It can be realized by developing and integrating technology and creativity for the digital generation, with the effect of increasing the 5C capacity (creative, cognitive, collaborative, competence, cohesiveness).

Gen Z has different requirements and driving factors than the previous generation. This generation combines their own unique needs, especially at work and as they enter the organizational world (Gaidhani et al. 2019). As part of an effort to understand the character of generation Z, the entrepreneurship education communication strategy at Dian Nuswantoro University is set to achieve the goal of growing an entrepreneurial spirit by developing and integrating technology and creativity for the digital generation, with the effect of increasing the 5C capacity (creative, cognitive, collaborative, competence, cohesiveness). Communication strategy of entrepreneurship education as shown in Figure 2.

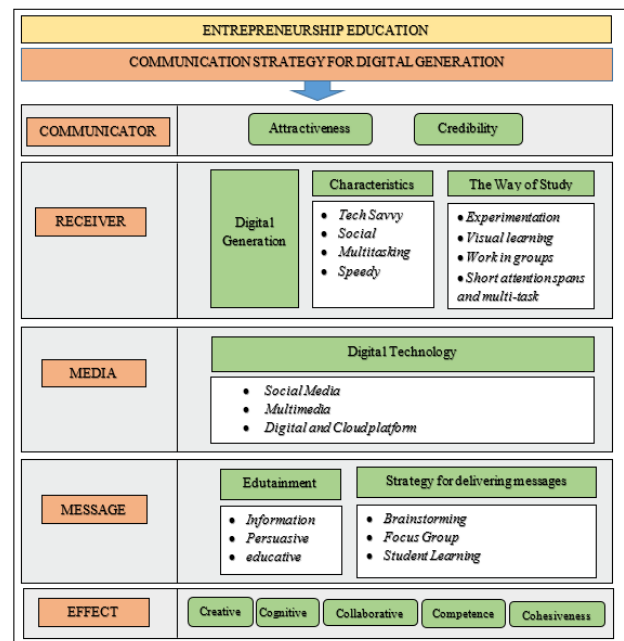


Fig. 2. Communication Strategy of Entrepreneurship Education At Dian Nuswantoro University

IV. CONCLUSION

Building an excellent person, and being responsive to technological change is one of the important points so that this Nation can be competitive and independent in the era of globalization. Entrepreneurship education in Higher Education is one form of implementation in building the mindset of students so that they are entrepreneurial. The phenomenon of the digital generation is a challenge to harmonize the current methods of entrepreneurship education. Through an appropriate curriculum, innovative creative activities, and appropriate communication strategies, entrepreneurship education can support the pace of economic development and produce reliable and competitive young entrepreneurs.

Dian Nuswantoro University as an educational institution that wants to contribute to development, carries the concept of "Technopreneurship Education from Udinus for Indonesia", trying to develop entrepreneurship education communication strategies that are relevant to digital generation trends.

Communication strategies for entrepreneurship education for the digital generation at Dian Nuswantoro University are directed to achieve creative effects through the power of problem-solving, cognitive with an edutainment approach, collaborative through the formation of creative communities, competence with entrepreneurial practices through organizing events and exhibitions, and cohesiveness by building a teamwork culture. The strategy is explored and supported by using an entrepreneurial message communicator that is attractive and credible. Delivering informative, persuasive and educative messages, and implementing media strategies by optimizing the use of digital technology. This research still focuses on analyzing the strategies that are built, in the future further research is needed to evaluate the success of the communication strategy being carried out.

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