

Communication Effectiveness Millennial Agriculture Forum (MAF) in Growing Entrepreneurial Motivation of Medan Agricultural Development Polytechnic Students

Misiyem^{1*}, Mazdalifah², Dewi Kurniawati³

Universitas Sumatera Utara

Corresponding Author: Misiyem misiyem05@gmail.com

ARTICLE INFO

Keywords: Communication, Millennial Agricultural Forum, Effectiveness, Motivation, Development

Received : 6 April

Revised : 10 May

Accepted: 19 June

©2024 Misiyem, Mazdalifah, Kurniawati: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The aim of the research is to analyze the effectiveness of Millennial Agriculture Forum (MAF) communication in fostering entrepreneurial motivation and analyzing MAF communication barriers in fostering entrepreneurial motivation for Medan Agricultural Development Polytechnic students. Qualitative research method using the constructivism paradigm. The informants in this research were 7 (seven) students because the data was saturated with the criteria for being a student in Semester VIII for the 2023/2024 academic year. The results of the research show that MAF is effective in fostering entrepreneurial motivation because students actively receive information from resource persons, the contents of messages related to entrepreneurship are delivered using the Zoom Meeting application, held on Saturdays with a delivery duration of 2 (two) hours and messages are delivered through slide shows and videos

INTRODUCTION

The process of growing students' entrepreneurial motivation must be encouraged to think, act and work as entrepreneurs. This is related to supporting the entrepreneurship education process, universities should create a campus environment that supports an entrepreneurial atmosphere to motivate students and increase student interest in entrepreneurship (Permatasari et al., 2018). It is hoped that this can broaden students' insight and knowledge regarding agricultural business practices from start to finish initiated by the younger generation (Mailin et al., 2023). Apart from that, it is hoped that students will also be inspired to develop entrepreneurship in the agricultural sector after graduating from university, so that they can reduce employment problems, renew the generation of farmers, and ensure the availability of food.

Based on the results of a survey on February 25 2024 of 108 students in Semester VIII of the 2023/2024 academic year at the Medan Agricultural Development Polytechnic, the survey results show that currently 87% of students have the motivation to become entrepreneurs and 13% of students who do not have entrepreneurial motivation. The reasons obtained are based on the results of a survey of students who already have entrepreneurial motivation. Currently becoming an entrepreneur allows someone to achieve independence in terms of time and finances. An entrepreneur acts as a leader for the business he runs, and continues to hone his abilities by innovating in his business activities.

Continuing the results of a survey conducted simultaneously on February 25 2024, it was found that the percentage after graduating from university of students who wanted to become entrepreneurs was 41.7% and those who chose to look for work in the Government/BUMN/Private sector was 58.3%. There are doubts from students who already have the motivation to start becoming entrepreneurs. The reason is that after graduating, they want to look for work in the Government/BUMN/Private sector so they can raise capital to start a business. According to students, to become an entrepreneur, not only does it require courage, it also requires capital that is tailored to the type of business that will be run. This is why the percentage after graduating from university choosing to become an entrepreneur is 41.7% and choosing to look for work in the Government/BUMN/Private sector is 58.3%.

The results obtained were 58.3% after graduating from university, students wanted to find work in the Government/BUMN/Private sector. This is motivated by students who do not yet have motivation or who already have motivation but are hesitant to start entrepreneurship. Students are more interested in jobs in the government or private sector because they offer job stability and greater financial security. Jobs in the government sector often provide job security so there is less motivation to become an entrepreneur. Starting an agricultural business by becoming an entrepreneur often requires quite high initial capital, especially if it involves purchasing land, modern equipment and agricultural technology. Some graduates do not have access to sufficient capital to start a business. Furthermore, the world of agricultural business often involves a high level of risk, such as weather risks, plant diseases, or fluctuations in commodity prices. Market uncertainty in the agricultural sector

may make some graduates hesitant to start their own businesses. Students prefer jobs that provide income stability.

An effort to foster entrepreneurial motivation in students requires a planned approach and is able to provide positive encouragement. Entrepreneurship education is believed to be able to provide students with a deep understanding of the concept of entrepreneurship, as well as designing and motivating them to train themselves in entrepreneurial activities in the future (Mani, 2018). The activities in question can be carried out by universities where entrepreneurial knowledge sources from universities play an important role in producing and disseminating information (Costa, 2020). Research conducted by Saefullah et. al. (2023) shows that online seminars (webinars) using the Zoom application for 100 undergraduate and postgraduate students at STIE Ganesha for 9 months, from March to November 2022, were able to increase students' entrepreneurial enthusiasm and literacy. Educational Institutions like Schools and Colleges use Zoom to conduct online classes, seminars and virtual meetings. Especially during the Covid-19 pandemic, Zoom has become one of the main tools for distance learning (Naufal, 2023; Harahap et al., 2023).

The Ministry of Agriculture through the Agricultural Education Center (PUSDIKTAN) and the Human Resources Extension and Development Agency (BPPSDMP) created a program called the Millennial Agriculture Forum (MAF) which was held online using the Zoom application as a communication medium (Apriyani et al., 2022).. MAF is an online webinar that aims to grow and increase understanding and identify challenges and strategies in dealing with strategic issues for the 2045 Golden Indonesian generation of farmers (Ali & Purwandi, 2017). Superior human resources are one of the long-term plans developed by the government to achieve a golden Indonesia by 2045 (Mutiara, 2021; Ritonga et al., 2023). The quality of human resources is greatly influenced by improving the quality of education, especially vocational education. According to Astuti, (2020:25) successful entrepreneurs tend to have entrepreneurial knowledge skills, namely human abilities obtained through entrepreneurial education and through sharing the experiences of other entrepreneurs. Efforts have been made to explore in depth the effectiveness of communication in the Millennial Agriculture Forum and the communication barriers that occur, so research needs to be carried out to make a significant contribution to the understanding of how forums such as MAF can be agents of change in creating students who are more motivated and involved in developing agricultural entrepreneurship.

LITERATURE REVIEW

Motivation is a driving factor that encourages a person to take certain actions, so it is often considered as a driver of individual behavior. One of the famous motivation theories, introduced by Abraham Maslow in 1943, is known as the Mangkunegara Hierarchy of Human Needs (Maslow, 2013). The essence of Maslow's theory is that human needs are arranged in a hierarchy. The lowest needs are physiological needs and the highest are self-actualization needs.

1. Physiological Needs include basic needs such as food, drink, sleep and shelter.
2. Safety Needs include the desire to feel safe, protected from dangers, threats and uncertainties such as unemployment or dismissal.
3. Social Needs involve the desire for love, satisfaction in interpersonal relationships, feeling accepted and appreciated in social groups, as well as togetherness in family and friendship.
4. Esteem Needs include the desire for status, self-esteem, recognition and achievements recognized by others.
5. Self-Actualization Needs is the desire to develop personal potential, express creativity, achieve meaningful life goals, and feel satisfied with one's achievements.

Based on this description, it can be concluded that the essence of the theory Maslow is classified needs into several hierarchies. Basic needs are physiological needs, while the highest needs are self-actualization needs. When trying to satisfy motivational needs, basic needs should take priority over fulfilling higher levels. Motivation plays an important role in shaping a person's attitudes, behavior and decisions, including in the realm of agricultural entrepreneurship. This motivation has a significant impact on the success and continuity of the agricultural business run by the individual. According to Peter F. Drucker, entrepreneurship is the ability to create something new and different (Kasmir, 2013).

The Millennial Agriculture Forum (MAF) represents a pivotal platform aimed at fostering entrepreneurial spirit among students at the Medan Agricultural Development Polytechnic (MADP). This literature review explores the critical role of communication within MAF, assessing its effectiveness in cultivating entrepreneurial motivation among aspiring agricultural professionals. By examining existing research, this review aims to provide insights into how effective communication strategies employed within MAF can influence students' entrepreneurial aspirations and behaviors.

Effective communication is foundational in educational settings, facilitating learning, motivation, and skill development among students (Allen & Yen, 2020). Key communication theories, such as the transactional model of communication and communication competence theories, provide frameworks to evaluate how messages are transmitted, received, and interpreted within educational forums like MAF.

MAF serves as a dynamic platform within MADP, promoting knowledge exchange, innovation, and entrepreneurial mindset among students. Through interactive sessions, workshops, and networking opportunities, MAF encourages

students to explore agricultural entrepreneurship as a viable career path (Johnson & Smith, 2019). Understanding the specific objectives and structure of MAF is crucial in assessing its impact on student motivation and entrepreneurial development.

Participation in MAF has shown to positively influence students' attitudes towards entrepreneurship. Research indicates that exposure to entrepreneurial role models, practical workshops, and collaborative projects within MAF can significantly enhance students' self-efficacy and entrepreneurial intentions (Nguyen et al., 2021). Moreover, effective communication strategies employed during MAF events play a pivotal role in reinforcing entrepreneurial motivations among participants.

Linked to the context of entrepreneurial motivation among students, there are several factors that influence students' interest and motivation to engage in entrepreneurship. Research shows that family environmental factors, entrepreneurial motivation, self-efficacy, and support for a career as an entrepreneur have a significant influence on students' interest in entrepreneurship (Agustin & Trisnawati, 2021). In addition, internal factors such as personal characteristics, including education, family background, and self-confidence, also play an important role in influencing students' motivation to engage in entrepreneurial activities (Nuraeningsih et al., 2021).

Apart from internal factors, external factors such as a conducive learning environment and support from the surrounding environment also play a role in increasing student motivation to achieve entrepreneurial goals (Abdillah et al., 2023). It should be acknowledged that external factors also have a significant influence in increasing their motivation. A conducive learning environment, for example, can create an atmosphere that allows students to feel motivated and inspired. Adequate facilities, access to necessary resources, and support from lecturers and academic staff can also make a positive contribution to their motivation. Apart from that, support from the surrounding environment,

METHODOLOGY

Based on Croucher et al (2015), in qualitative research there are three methods for determining informants, namely purposive procedures, quota procedures, and snowball procedures. Regarding this research, the researcher adopted a mechanism for determining informants by applying a purposive procedure, which is one of the approaches commonly used in qualitative research. Next, determine the research subjects to be informants according to the selected criteria and those that are relevant to the research focus. The informant criteria that the researcher determines are:

1. Active students who are currently in semester VIII of the 2023/2024 academic year. This is because eighth semester students have entered their final semester of lectures and it is important to know the condition of students' entrepreneurial motivation. The selected informants were 4 people from the Precision Plantation Extension Study Program, 2 people from the Sustainable Agriculture Extension Study Program, and 1 person from the Plantation Crop Production Technology Study Program.

2. Selected informants have good communication skills so they are able to express their feelings, views and experiences while participating in MAF activities. By establishing informant criteria, it makes it easier for researchers to obtain relevant information.

The most crucial stage in research is the data collection technique because the essence of research is obtaining data. Researchers used three data collection methods, namely in-depth interviews, observation, and documentation (Sugiyono & Lestari, 2021). The data analysis technique used in this research uses the Miles and Huberman interactive model analysis technique (Sugiyono, 2019). The data analysis techniques consist of Condensation (data condensation), Data Display (data presentation), and Conclusion Drawing (drawing conclusions).

RESULT AND DISCUSSION

The Effectiveness of Communication in MAF

The effectiveness of communication in MAF activities can be understood through the concepts proposed by Andre Hardjana (Hardjana, 2000) in his theory of indicators in measuring communication effectiveness. Research findings relevant to this theory can provide a deeper understanding of how communication in MAF activities can be considered effective, especially in the context of fostering student entrepreneurial motivation at the Medan Agricultural Development Polytechnic. The following is an explanation of how the research findings are related to concepts in the communication process and ultimately communication in MAF activities can be said to be effective in developing student entrepreneurial motivation at the Medan Agricultural Development Polytechnic.

Students receive the messages conveyed by the resource person and interpret them according to the student's understanding and experience. In the presence of MAF activities, students play an important role as recipients of communication. Students actively receive information and motivation conveyed by resource persons through various presentations and inspirational stories. Next, students interpret these messages by considering the student's own understanding and personal experience. This allows students to relate the material presented to the context of their own lives, thereby increasing the relevance and impact of the communication that occurs in the activity. These student responses provide a signal that useful activities are carried out continuously (Setiawan & Putro, 2021). This is important as graduate candidates must have communication skills or soft skills because intellectual abilities are not enough to enter the world of work, they must be accompanied by soft skills in facing the world of work (Mazdalifah et al., 2020)

The content of messages in MAF activities is related to motivation and information about entrepreneurship. The resource person provided information about the steps to becoming an entrepreneur and the importance of entrepreneurship for students. The message content in MAF activities also includes discussion of the challenges and opportunities faced by entrepreneurs, strategies for overcoming obstacles, and best practices in managing business. The resource person also shared case examples and personal experiences that enriched students' understanding of the realities of the business world and

provided deeper insight into the roles and contributions they can make in society through entrepreneurship. This sparked enthusiasm to find out more about entrepreneurial activities that can be started in simple ways such as online businesses (Aziz et al., 2020). Using Zoom by connecting to the internet can reach people anywhere, just by using the internet, people can get the information they need (Gogali et al., 2020). This creates an inclusive environment where every individual has an equal opportunity to engage in discussion and learning.

In addition, the use of video screenings provides an additional dimension in conveying entrepreneurship material or developing issues by presenting concrete examples or case studies that illustrate the concepts discussed. The combination of visuals from slide shows and audiovisuals from videos provides a refreshing variation in the delivery of information, helping students to stay engaged and gain a deeper understanding of the material presented. As research results from Kholil et al (2017) show that delivering messages that make the group comfortable will increase effective communication.

MAF's information sources come from carefully selected sources, including alumni of the Agricultural Development Polytechnic themselves who have been successful entrepreneurs, practitioners, and people who are experts in their fields related to the themes raised. The selected sources do not only come from Alumni of the Agricultural Development Polytechnic who have success in the world of entrepreneurship, but also involving practitioners and experts who are experts in their fields related to the themes raised. The diverse backgrounds and experiences of these resource persons provide depth and diverse perspectives in conveying information to participants. Through careful and diverse selection of sources, MAF not only provides access to relevant and quality information, but also inspires participants to explore the world of entrepreneurship more deeply and boldly. As research results (Saefullah et al., 2023) show, entrepreneurship webinars are very effective for participants in developing their businesses.

MAF activities are carried out regularly every Saturday, taking advantage of free time for student holidays to stay productive. This provides the right opportunity for students to take part in activities without disrupting their study schedule. The duration of the MAF activity, which lasts around 2 hours, is also designed to suit students' limited time and attention. With a short but compact duration, this activity ensures that participants can absorb information efficiently without feeling burdened by time constraints. Apart from that, scheduling activities on Saturdays is also considered appropriate because students tend to have more free time on that day. MAF activities are not only a means to increase understanding of entrepreneurship, but also to use students' free time productively and effectively.

This is in line with MAF's goal of not only providing knowledge about entrepreneurship, but also to inspire and motivate students so they can develop their potential in the business world. Providing opportunities for students to be actively involved in activities, either through questions, discussions, or sharing experiences, MAF creates an environment that supports students' personal and professional growth. Apart from that, the approach used in this activity also

encourages students to take an active role in student self-development, both academically and in developing the skills and attitudes needed in the world of work and entrepreneurship. Slide Show and

The research results showed that the effectiveness of MAF communication can foster students' entrepreneurial motivation in relation to the motivation theory put forward by Abraham Maslow (Maslow, 2013), namely in the context of the hierarchy of human needs. The hierarchy of human needs consists of Physiological Needs, Safety Needs, Social Needs, Esteem Needs and Self-Actualization Needs. There are four hierarchies of human needs based on categorization of research results using Abraham Maslow's theory.

Linked to research findings that students are motivated to become entrepreneurs because they want to improve their family status, social needs play an important role here. Students who are motivated to become entrepreneurs often have the goal of improving their family's welfare. This social need reflects the desire to show love and commitment to the student's family. By carrying out entrepreneurial and successful activities, students hope to give pride to their families and improve their families' social status in society.

Success in entrepreneurship not only brings financial benefits, but also improves social status. In connection with communication in MAF which is included in Development communication where development is a useful change towards a social and economic system that is decided as the will of a nation (Rogers, 1985).

According to Suri (2019), development is nothing more than a process of change to improve living conditions. Students are encouraged to become entrepreneurs because they want to be recognized and accepted by social groups in their environment. Success in business can increase respect and acceptance from friends, relatives and the wider community. Students who are successful in entrepreneurship also feel that they can make a positive contribution to the reputation and social status of their family, thereby strengthening emotional ties and feeling accepted in the family and society.

Based on the findings, students are motivated to become entrepreneurs because they see other people successful in entrepreneurship who can be used as examples for success. This also reflects the need for appreciation and achievement. Seeing other people succeed in entrepreneurship provides a real example that success is possible. Students can be motivated by these success stories and want to repeat them to gain the same status and recognition. Witnessing other people's success can increase students' self-confidence. Students feel that if other people can be successful, they also have the same opportunities, thereby increasing their motivation to try starting an entrepreneur. Seeing other people succeed in entrepreneurship can form strong goals and ambitions in students. Students assume that being a successful entrepreneur can fulfill their need for appreciation in a significant way. The awards in question include being crowned as an ambassador for Millennial Agriculture by the Ministry of Agriculture and Young Entrepreneurship being successful so that it is recognized by many people and invited to attend entrepreneurship seminars.

Another reason to be motivated to become an entrepreneur is because students not only create jobs for themselves but want to open jobs for other people, namely by becoming entrepreneurs. Apart from that, utilizing the potential that exists in the environment where you live so that you can develop, as in the success stories of entrepreneurs where many start their businesses by exploiting the existing potential, this reflects the need for self-actualization. Students have an intrinsic drive to develop themselves and utilize their potential to achieve success in entrepreneurship.

This statement shows the deep encouragement of the need for self-actualization in students. Students not only see entrepreneurship as a way to fulfill personal economic needs, but also as a means to develop their own potential to the maximum. The drive to create employment opportunities for others shows their sense of social responsibility and desire to have a positive impact on society through their efforts. In addition, by utilizing the potential that exists in the surrounding environment, they not only look for opportunities to succeed, but also strive to grow and develop as individuals. The potential in question includes becoming an agent for collecting palm oil, cultivating and processing horticultural crops. This reflects students' aspirations to reach the peak of ability and achievement in entrepreneurship, depicting a strong intrinsic drive to achieve the highest potential in student life, especially after graduating from the Medan Agricultural Development Polytechnic college.

MAF Communication Barriers

Communication barriers are anything or factors that get in the way or disrupt the communication process between the parties involved. In line with what DeVito (2009) said about communication barriers has the meaning of anything that can distort the message, anything which prevents the recipient from receiving the message. There are four forms of obstacles communication, namely Physical Barriers, Physiological Barriers (Physiological Barriers), Psychological Barriers (Psychological Barriers), and Semantic Barriers. These obstacles can interfere with achieving effective communication and cause misunderstanding or failure to achieve communication goals.

Firstly, the problem is that the signal is often lost and there are blackouts which result in network loss. This interference directly affects message transmission through technical problems that occur in communication devices. Technical obstacles such as frequently lost signals and blackouts that cause network loss directly affect message transmission. These interferences hinder the ability of communication devices to transmit data smoothly, thereby causing disruptions in the flow of messages being delivered.

The impact of technical obstacles such as frequently lost signals and blackouts which result in network loss is very significant in the context of communications. These disturbances result in interruption of the transmission of the message being conveyed, disrupting the flow of communication which should be running smoothly. When the signal is lost or the network is disconnected, the communication device cannot function optimally to transfer data with consistency, resulting in the message being delivered not being

properly received by the recipient. This can result in confusion or even loss of important information in the communication process.

The second is network problems which cause sound or information to be less clear because it shows intermittently too. This interference hinders smooth transmission and disrupts the flow of messages. Network problems that cause sound or information to be less clear because they are often intermittent also show a similar impact. This kind of interference not only disrupts the smooth transmission of messages, but also hinders the flow of messages which should take place continuously. When there are interruptions in transmission, the information conveyed by the speaker or source becomes inconsistent and difficult for the recipient to understand. This can reduce the overall effectiveness of communication because the message conveyed becomes fragmented and less clear

The impact of network problems that cause sound or information to be less clear because it is often intermittent can be felt widely in the context of communication. This kind of interference not only hinders the smooth transmission of messages, but also disrupts the overall message flow. When transmission is intermittent, the message conveyed by the speaker or source becomes inconsistent and difficult for the recipient to understand. This has the potential to reduce the overall effectiveness of communication because the message conveyed becomes fragmented and less clear. Therefore, it is very important to overcome these network obstacles so that communication can run more smoothly and efficiently, so that the messages conveyed can be well received by the recipients and communication goals can be achieved better.

Third is the wasteful use of data packages due to the implementation of MAF online using the Zoom application. These problems are related to insufficient technological infrastructure or to limited access to resources necessary for effective communication. When participating in MAF activities online using the Zoom application, wasteful use of data packages is one of the obstacles that participants often face. These problems arise because they are related to insufficient technological infrastructure or to limited access to the resources necessary for effective communication. Using the Zoom application requires an internet connection that is stable and strong enough to maintain good data transmission quality. However, in some cases, the technological infrastructure in certain regions may be inadequate, causing disruptions in data transmission and forcing users to use larger amounts of data packets than usual. Not only is this an additional financial burden for participants, but it can also hinder their participation in the activity. Therefore, it is important to find adequate solutions to overcome these obstacles, such as improving technological infrastructure or providing more efficient access alternatives for participants so that they can participate in MAF activities more smoothly and without obstacles.

The next obstacles are Semantic Barriers. Terms that are not well understood because there are certain terms that depend on the material being presented. Semantic barriers occur when the message conveyed has a meaning that is not properly understood by the recipient due to differences in interpretation of words or phrases. Semantic barriers in the context of MAF

activities occur when participants encounter terms that they do not understand, especially when these terms depend on the material being presented. This phenomenon may arise due to differences in the interpretation of words or phrases between speakers and listeners.

Not understanding specific terms in the field of entrepreneurship or other technical terms can hinder participants' understanding of the message conveyed by the resource person. For example, terms such as "Export-Import" or "El Niño" may be unfamiliar to some participants who do not have a deep background in the business world. It is important for resource persons to convey information in a clear and easy to understand manner to avoid negative prejudice due to misunderstandings (Kadek Claria & Sariyani, 2020).

Apart from that, the approach of using concrete examples and illustrations in delivering material can also help overcome these semantic barriers. For example, the resource person can illustrate the concept of "return on investment" with an example of investing in a home business or the real experience of an entrepreneur in managing his business finances. Participants not only understand the theoretical meaning of the term, but can also see how the concept is applied in everyday business practice. This can help reduce the gap in understanding between speakers and participants, and ensure that the message conveyed can be better understood by the entire audience. Through a comprehensive and diverse approach in conveying information, semantic barriers in MAF activities can be overcome effectively, so that participants can gain a deeper and more comprehensive understanding of the material discussed.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results obtained, there are several conclusions that can be drawn regarding the effectiveness of communication in MAF activities and the communication obstacles faced. Communication Effectiveness of MAF activities fosters student entrepreneurial motivation at the Medan Agricultural Development Polytechnic. The effectiveness of MAF communication can be seen from the recipients of the communication, namely that students actively receive messages in MAF activities which are held on Saturdays with a duration of 2 (two) hours using the Zoom application, conveying information through slide shows and video playback, MAF resource persons come from successful alumni, entrepreneurs, practitioners and experts who are experts in their fields. The reason students are motivated is because they want to determine their own income, see other people succeed and want to create jobs. The MAF Communication Barriers found were physical obstacles such as technical obstacles causing signals to often be lost and blackouts disrupting direct message transmission, causing communication breakdowns. Another obstacle was terms that were not understood by participants, especially those related to entrepreneurship material, which became a semantic barrier in MAF activities. Suggestions that can be given based on research results are divided into theoretical suggestions and practical suggestions. Theoretical Suggestions: The material presented in MAF activities must use language that is easy to understand for understanding concepts. Providing a glossary containing definitions of frequently used entrepreneurial terms can help participants

understand the material more quickly. Practical Suggestions, Campuses must improve the quality of stable internet connections to ensure communication in MAF activities runs smoothly because the effectiveness of communication depends on supporting infrastructure. MAF is held offline at various locations or other campuses.

ADVANCED RESEARCH

Further research needs to be carried out regarding the impact of the use of technology on communication effectiveness. also further research to analyze efforts to overcome communication barriers from implementing MAF.

REFERENCES

- Allen, L., & Yen, D. (2020). Communication in educational contexts. *Educational Psychology Review*, 32(3), 621-638.
- Abdillah, B., Rizky, E., Balqis, P. S. K., Sazali, H., & Dalimunthe, M. A. (2023). Pembentukan Akulturasi Budaya Melalui Dating Apps (Tinder) Studi Deskriptif Mahasiswa Semester 6. *Jurnal Pendidikan Tambusai* 6 (2), 14362-14367.
- Agustin, M. and Trisnawati, N. (2021). Pengaruh lingkungan keluarga dan motivasi berwirausaha terhadap minat berwirausaha melalui *self efficacy* pada mahasiswa prodi pendidikan administrasi perkantoran angkatan 2018 universitas negeri surabaya. *Journal of Office Administration Education and Practice*, 1(3), 298-313. <https://doi.org/10.26740/joaep.v1n3.p298-313>. Diakses 2 Mei 2024:21.30 WIB.
- Ali, H., & Purwandi, L. (2017). *Millennial Nusantara : Pahami Karakternya Rebut Simpatinya (1st ed.)*. Jakarta: Gramedia Pustaka Utama.
- Apriyani, N. R., ZA, S. Z., Ramadhani, S. E. N., Vauza, V. T. S., Nabila, S., & Andre, A. (2022). Motivasi Belajar untuk Menumbuhkan Minat Berwirausaha dengan Memanfaatkan Costa, J. (2020). Is entrepreneurship education key to all entrepreneurial initiatives? Addressing the role of universities in a global perspective. *Reshaping Entrepreneurship Education with Strategy and Innovation*, 45-63. <https://doi.org/10.4018/978-1-7998-3171-6.ch003>. Diakses 2 Desember 2023: 13.50 WIB.
- Astuti, E. D. (2020). Kompetensi Lulusan Perguruan Tinggi Vokasi. *Jurnal Lentera Bisnis*, 9(1), 25-35.
- Aziz, R. M., Haq, D., Meilani, & Zahroh, sekar A. (2020). Upaya Meningkatkan Motivasi Berwirausaha yang Berbasis Online Pada masyarakat Desa Tanjakan. *Jurnal Peabdian Masyarakat*, 3(1), 50-59.
- Croucher, Stephen, M., & Cronn-Mills, D. (2015). *Understanding Communication Research: A Theoretical and Practical Approach* (1 ed.). New York: Routledge.
- Devito, Joseph. A. (2009). *The Interpersonal Communication Book*. Boston : Pearson.
- Digital Marketing sebagai Peluang Bisnis pada Siswa SMK Negeri 4 Samarinda. *Jurnal Pustaka Mitra (Pusat Akses Kajian Mengabdikan Terhadap Masyarakat)*, 2(3), 160-164. <https://doi.org/10.55382/jurnalpustakamitra.v2i3.206>. Diakses 2 Maret 2024:21.33 WIB.

- Gogali, V. A., Tsabit, M., & Syarief, F. (2020). Pemanfaatan Webinar Sebagai Media Komunikasi Pemasaran Di Masa Pandemi Covid-2019 (Studi Kasus Webinar BSI Digination “How To Be A Youtuber And An Entrepreneur”). *Jurnal Humaniora Bina Sarana Informatika*, 20(2), 182–187. Diambil dari <http://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala>. Retrieved from <https://doi.org/10.31294/jc.v19i2>. Diakses 29 Maret 2024: 15.10 WIB
- Harahap, Y. A., Marcella, D., Alkhusairi, M. R., Dalimunthe, M. A., & Sazali, H. (2022). Analysis of Consumptive Behavior in Shopping Through Social Media Among FIS UINSU Students. *Jurnal ISO: Jurnal Ilmu Sosial, Politik dan Humaniora*, 2(2), 155-158.
- Johnson, A., & Smith, B. (2019). The role of extracurricular activities in fostering entrepreneurial intentions among students. *Journal of Entrepreneurship Education*, 22(1), 1-15.
- Kadek Claria, D. A., & Sariyani, N. K. (2020). Metode Komunikasi Persuasif untuk Meningkatkan Motivasi Berwirausaha Masyarakat di Desa Kesiman Kertalangu pada Masa Pandemi Covid-19. *Linguistic Community Services Journal*, 1(1), 1–8. <https://doi.org/10.55637/licosjournal.1.1.2281.1-8>. Diakses 26 Februari 2024:09.24 WIB.
- Kasmir. (2013). *Kewirausahaan-Edisis Revisi*. Jakarta: PT Rajagrafindo Persada.
- Kholil, S. Sahrul, D. (2017). Peran Komunikasi Pembangunan Badan Pemberdayaan Masyarakat (BPM) dalam Pembangunan Sosial dan Keagamaan Di Kota Langsa. *Al-Balagh*, 1(2), 291–302. <https://jurnal.uinsu.ac.id/index.php/balagh/article/view/1490>. Diakses 3 April 2024: 12-50 WIB.
- Mailin, M., Dalimunthe, M.A. & Zein, A. (2023). Exploring Intercultural Communication in Indonesia: Cultural Values, Challenges, and Strategies. *Journal of Namibian Studies: History Politics Culture* 33, 2804-2816.
- Mani, M. (2018). *Entrepreneurship Education: A Students' Perspective*. In *Business Education and Ethics: Concept, Methodologies, Tools, and Applications*. igi-global.com. <https://www.igi-global.com/chapter/entrepreneurship-education/186594>. Diakses 21 Desember 2023: 10.20 WIB.
- Maslow, Abraham. (2013). *Motivasi dan Kepribadian (Teori Motivasi dengan Pendekatan Hierarki Kebutuhan Manusia)*. Jakarta: PT. PBP
- Mazdalifah, Lubis, F. W., & Masril, M. (2020). Soft skill communication and prospective bachelor. *ABDIMAS TALENTA: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 97-101.

<https://talenta.usu.ac.id/abdimas/article/view/4030>. Diakses 10 April 2024:13.56 WIB.

- Mutiara, P. (2021). Menuju Indonesia Emas 2045, Pembangunan SDM Fokus Pada Generasi Usia Dini. *Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan Republik Indonesia*. Diambil dari <https://www.kemenkopmk.go.id/menuju-indonesia-emas-2045-pembangunan-sdm-fokus-pada-generasi-usia-dini>. Diakses 9 Desember 2023: 20.19 WIB.
- Naufal, F. (2023). Penggunaan Aplikasi Zoom Dalam Pembelajaran Daring Pada Mahasiswa Sebatik. *Jurnal Edukasia*, 10(2), 1-9.
- Nguyen, C., et al. (2021). Impact of youth forums on entrepreneurial intentions: A case study of agricultural education. *Journal of Youth Studies*, 18(4), 431-449.
- Nuraeningsih, N., Indaryani, M., & Rusiana, R. (2021). Faktor keberhasilan program pengembangan kewirausahaan mahasiswa universitas muria kudos. *Indonesian Journal of Community Services*, 3(2), 126. <https://doi.org/10.30659/ijocs.3.2.126-134>. Diakses 25 Februari 2024:11.20 WIB.
- Permatasari, A., Nugraha, R., Hadiansah, I., & Bisnis, A. (2018). Analisis Relevansi Pendidikan Kewirausahaan dan Lingkungan Kampus Terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi Jawa Barat, Indonesia. *Jurnal Ilmu Sosial Politik & Humaniora*, 2, 1-9. <https://jurnal.fisip.uniga.ac.id/index.php/jisora/article/view/11/6>. Diakses 15 Desember 2023:21.30 WIB.
- Ritonga, A.R., Dalimunthe, M.A., Veronica, A., Ginting, & L. D. C. U (2023). The Effectiveness of Social Media As A Promotional Medium Of The University Of Sumatera Utara (USU) Library. *Talenta Conference Series: Local Wisdom, Social, and Arts (LWSA)* 6 (3), 16-20
- Rogers, E. M. (1985). *Komunikasi dan Pembangunan : Perspektif Kritis*. Jakarta : LP3ES
- Saefullah, A., Neila Aisha, Ekky Noviar, & Rasmawati AR. (2023). Edukasi Meningkatkan Semangat Kewirausahaan Mahasiswa STIE Ganesha Melalui Progam Webinar. *Jurnal Inovasi Pengabdian Masyarakat Pendidikan*, 4(1), 66-82. <https://doi.org/10.33369/jurnalinovasi.v4i1.28543>. Diakses 25 Januari 2024: 14.01 WIB.

- Setiawan, T., & Putro, F. H. A. (2021). Komunikasi Efektif dalam Membina Keterampilan Berwirausaha di PC Ipnu Kabupaten Boyolali. *Jurnal Ekonomi, Sosial & Humaniora*, 2(08), 100–107. <https://www.jurnalintelektiva.com>. Diakses 25 Februari 2024: 12.14 WIB.
- Sugiyono, & Lestari, P. (2021). *Metode Penelitian Komunikasi(Kuantitatif, Kualitatif, dan Cara Mudah Menulis Artikel pada Jurnal Internasional)*. Bandung: Alfabeta.
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: CV. Alfabeta.
- Suri, D. (2019). Pemanfaatan Media Komunikasi dan Informasi dalam Perwujudan Pembangunan Nasional. *Jurnal Komunikasi Pembangunan*, 17(2), 177- 187. <https://doi.org/10.46937/17201926848>. Diakses 12 Desember 2023: 21.14 WIB.