

Exploring the Interaction Objectives of Digital New Venture Groups in Entrepreneurial Education (Analysis of Multiple Goals Theory)

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ABSTRACT

Keywords

Interaction Objectives; Digital; New Venture; Entrepreneurial; Education; Interpersonal Communication; Group Communication; Educational Communication; Multiple Goals Theory

Educating students in entrepreneurship is a way to enhance the number of entrepreneurs. At the higher education level, it is executed by incorporating entrepreneurship courses into the curriculum with particular emphasis. Attention must be directed towards various stakeholders, particularly the institutions that facilitate entrepreneurship education, to ensure that the program enhances not only quantitative outcomes (the number of new student ventures) but also qualitative outcomes (sustainable new ventures), even after the completion of the educational process. The presence of multiple objectives among members of the digital new venture group for interaction is a significant issue that requires additional investigation in this study. This research uses the Multiple Goals Theory framework in interpersonal communication to delineate the objectives of interaction as perceived by each member of the new digital venture group. The study employed a quasi-qualitative methodology, incorporating in-depth interviews, observations, and recording, involving 15 student participants from the new digital venture group and the facilitator. Every student in the new digital venture group possesses interaction objectives classified into three categories: instrumental goals, interpersonal goals, and identification goals. This study demonstrates that Multiple Goals Theory indicates the interaction objectives of students in the new digital venture group encompass primary goals, mostly categorized as instrumental goals, specifically aimed at achieving an optimal course evaluation and developing a new venture. In this study, secondary interaction goals, which are theoretically intended to impede the attainment of primary interaction goals, instead facilitate the fulfillment of those basic goals.

1. Introduction

One target of the inaugural development plan of the 2020-2024 National Medium-Term Development Plan (RPJMN) is to augment the number of entrepreneurs. Strategies are implemented to augment the number of entrepreneurs as a means of fulfilling the development objective. The National Strategy for Youth Entrepreneurship is one of them. In 2023, the Ministry of PPN/BAPPENAS, through the National Strategy for Youth Entrepreneurship, mandates that the entrepreneurship education model in academic institutions cultivate an entrepreneurial mindset. Higher education aims to incorporate entrepreneurship education within the curriculum framework, ensuring that it constitutes a component of the knowledge, abilities, and attitudes that students aspire to acquire throughout their educational journey (Kementrian PPN/Bappenas, 2022).

Entrepreneurship education has garnered considerable attention in higher education institutions since it offers an essential opportunity for students to cultivate their entrepreneurial abilities and

mentality (Pittaway & Cope, 2007). The establishment of universities focusing on entrepreneurship education in Indonesia has rendered this increasingly significant. Universitas Ciputra, established in 2006, is recognized for its consistent integration of entrepreneurship into its curriculum, making it the youngest and fastest university in East Java and the second in Indonesia to receive Superior accreditation from the National Accreditation Board of Higher Education.

A prominent trend in entrepreneurship education is the focus on collaborative learning, wherein students collectively engage in the development of new ventures (Bernardus et al., 2024). This strategy is also implemented at Universitas Ciputra, fostering the development of entrepreneurial abilities while emphasizing the significance of effective communication and engagement within group dynamics. In the Communication Venture Execution course, students traverse the new venture creation process through several communication activities, including idea formulation, market analysis, and strategic planning of the venture process. The advantages of this cooperative, venture-oriented method of entrepreneurship education are varied. Students acquire practical experience in the venture formation process, thereby deepening their comprehension of the tangible aspects of entrepreneurship. Moreover, the group environment fosters the development of interpersonal communication skills, which are crucial for successful new venture endeavors (Qotimah et al., 2019).

The Communication Venture Execution Course at the School of Communication Science and Media Business, Universitas Ciputra, aims to equip students with the entrepreneurial skills necessary to implement digital service new ventures in the communication sector by utilizing the innovation model informed by market analysis based on the Ten Types of Innovation. Students are establishing new ventures centered on digital services, as these are perceived as straightforward for company administration, financial computations, and labor distribution within groups, aligning with communication science principles.

Nevertheless, the digital new venture initiative conducted in groups has challenges. The primary issue within groups is the individuals (Hendrawan et al., 2022). The interpersonal communication among group members is intrinsically linked to each individual's identity, which encompasses self-concept, defined as one's perception of oneself; self-awareness, which refers to an individual's insight and understanding of their being; and self-esteem, which pertains to the value one assigns to oneself (DeVito, 2008; Connors et al., 2022). Moreover, students participating in a new venture group must engage with fellow group members throughout the learning process. Before the commencement of the entrepreneurship learning process, individual students can engage with their peers during the group formation phase.

To investigate the interaction objectives of new venture students in digital services, an approach utilizing the Multiple Goals Theory is employed. The core premise of the Multiple Goals Theory elucidates the purpose underlying individual communicative behaviors in specific contexts (Caughlin, 2010). This study examines the interaction dynamics among members of digital new ventures. Additional applications that warrant further practical exploration include assessing the appropriateness of statements in specific contexts and comprehending how individuals appraise communication within personal relationships. This theory constitutes a component of the individual-centered theory of interpersonal communication concerning the self, as discussed by DeVito (2008) and highlighted in Engaging Theories in Interpersonal Communication (Braithwaite & Schrodtt, 2022).

The Goals-Plan-Action Model (GPA Model), as articulated in the Multiple Goals Theory, elucidates the development of message production by individuals aiming to influence others (Caughlin, 2010). This is utilized because, within the entrepreneurial learning context of the new venture group, communication among members occurs not solely due to the necessity for interaction. External influences include course assessments from facilitators or lecturers that evaluate group

performance based not just on the outcomes of new endeavors but also on the interaction processes among group members as indicative of individual performance.

In response, research was undertaken to provide an overview of the tendencies of each student in the new venture group to introduce distinct objectives while engaging with other group members. Examining the distinctions among these objectives is crucial for enhancing the planning of the learning process, particularly regarding interaction patterns, to improve the attainment of learning outcomes.

2. Method

The study employed a quasi-qualitative methodology utilizing an analytical descriptive research design. This method involves applying theory to the qualitative data collection process, which is indicative of the positivist paradigm (Burhan, 2008). The research participants were selected purposively based on the following criteria: (1) involvement in entrepreneurship education via the Communication Venture Execution course in 2024, (2) classification as a new venture within the digital service in communication sector, and (3) recognition in the evaluation of best performance, best innovation model, and best teamwork during the Fikomrade Day event at Universitas Ciputra. The appreciation in this area satisfies the attainment of the whole learning outcome, encompassing both the process and the results of the newly implemented enterprise. Data collecting methods include observation, in-depth interviews, and documentation.

The conducted data analysis includes data gathering, data reduction, data presentation, and conclusion formulation (Miles et al., 2014). Research informants were chosen based on the attainment of optimal learning outcomes to ensure recognition after the communication venture execution learning. The best performance category is awarded to the new venture group of students who achieved an optimal assessment of their sales target. The best innovation model is conferred upon the new venture students who effectively implement their new ventures innovations, while the best teamwork accolade is presented to the new venture students who adeptly resolve conflicts among group members with practicality and wisdom. Consequently, the participants in this study were 15 students organized into 3 groups focused on new digital service new ventures, along with 2 facilitators who guided the entrepreneurship learning process in the CVE course, as illustrated in Table 1.

Table 1. Research Informants

Categories	Number of Informants
Best Achievement Student	6
Best Innovation Model Student	5
Best Teamwork student	4
Practitioner Facilitator	1

Source: processed by researchers, 2024

3. Result and Discussion

The mandates outlined in the 2020-2024 National Medium-Term Development Plan (RPJMN) to augment the entrepreneurial population, and the National Strategy for Youth Entrepreneurship align with Universitas Ciputra's dedication to cultivating graduates who thrive both academically and in new venture endeavors. The university's founders were driven by the observation that several competent laborers in Indonesia are unable to secure adequate employment or adapt to the evolving demands of contemporary society. Universitas Ciputra offers entrepreneurship education, which is essential alongside the academic capabilities established by national requirements. Universitas Ciputra imparts to its students the cognitive and social competencies essential for addressing challenges within diverse communities through entrepreneurship education.

Students are anticipated to cultivate an entrepreneurial mentality and acquire abilities to identify needs and generate possibilities. Students can leverage academic aptitude and creativity to devise new and targeted solutions. Project-based learning is employed to impart entrepreneurship education. Graduates of Universitas Ciputra will possess commercial acumen that enables them to generate value in any context. Curriculum creation in each study program, alongside engaging stakeholders from their respective professions, also includes industries that enhance entrepreneurial education at Universitas Ciputra. From the outset, students receive entrepreneurship education through the Entrepreneurship Essentials program, initiated and coordinated by the School of Entrepreneurship and Humanities. This instruction is subsequently tailored at the program level to meet the specific requirements of each discipline, aiming to prepare graduates who are proficient in their respective fields of study.

Communication Venture Execution (CVE) is a subject offered in the entrepreneurial curriculum at Universitas Ciputra. Under the auspices of the Faculty of Communication Science and Media Business at Universitas Ciputra, CVE has established learning outcomes whereby students are equipped to execute new ventures by employing the innovation model within the Business Model Canvas, informed by market analysis grounded in the Ten Types of Innovation. During this new venture project, students engage in managerial functions, problem-solving, decision-making, and public exposure while adhering to ethical integration, normative compliance, and legal standards.

To get optimal results, students must have competencies in calculated risk-taking. Within the School of Communication and Media Business, the implementation of the learning process in CVE emphasizes interpersonal contact within new venture groups, resulting in specific learning outcomes. The CVE learning outcomes are categorized into four stages. In the initial phase, students are required to interpret market study results in alignment with consumer behavior principles. In the second stage, students are required to apply the Ten Types of Innovation to transform the Business Model into an Innovative Business Model, utilizing a communication science approach through the application of effective interpersonal communication theory (Halcovitch & Thibodeau, 2020). In the third stage, students might establish new companies and manage them according to a plan or adapt to changes as necessary. In the fourth step, students can assess new ventures execution and engage in personal reflection. Individual performance within the group is evaluated through personal performance outcomes, facilitator observations, and peer assessments, enabling students to evaluate their peers for the sake of both individual and collective improvement.

During the 2023-2024 academic year, 59 students enrolled in the Communication Venture Execution (CVE) course, organized into 12 new venture groups. The group-forming process was conducted in the prior course, Communication Venture Ideation. Nonetheless, it does not preclude the potential for dynamics inside the student's new venture group that may result in alterations to group membership or even a shift in the focus of new initiatives. Throughout the learning process, the initial 12 new venture groups were diminished to 11, resulting in alterations to the composition of participants in the remaining 3 new ventures. Figure 1 illustrates that 83% of new student enterprises are engaged in digital service and 17% in other communication service such as photography services. Students could engage in new ventures ideation and group creation in the communication venture ideation course, which is a prerequisite for the communication venture execution course. In this new venture project, students engage in managerial functions, problem-solving, decision-making, and public exposure while maintaining ethical integration, adherence to norms, and legal compliance. To get optimal results, students must competencies in calculated risk-taking. Students predominantly elect to establish digital service enterprises within the communication sector, including social media administration, digital content development, and social media advertising optimization services.

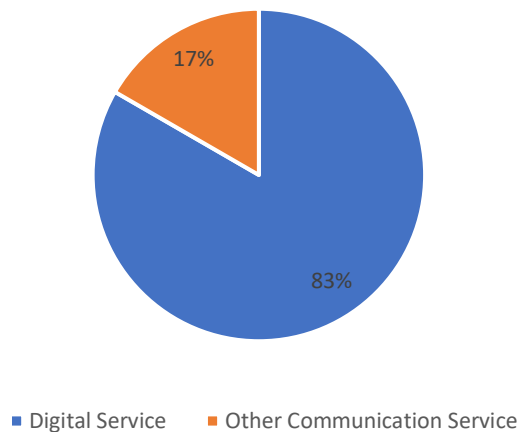


Figure 1. Percentage of CVE New Venture Fields 2024
(Source: processed by researchers, 2024)

The evaluation of Entrepreneurship learning via CVE courses revealed that 37.29% achieved the highest assessment with a grade of A, while 27.12% received a grade of A-. The accomplishment in the favorable evaluation was 11.86% with a grade of B+, while 18.64% received a grade of B. Nonetheless, 5.08% remain in the adequate group, as illustrated in Figure 2.

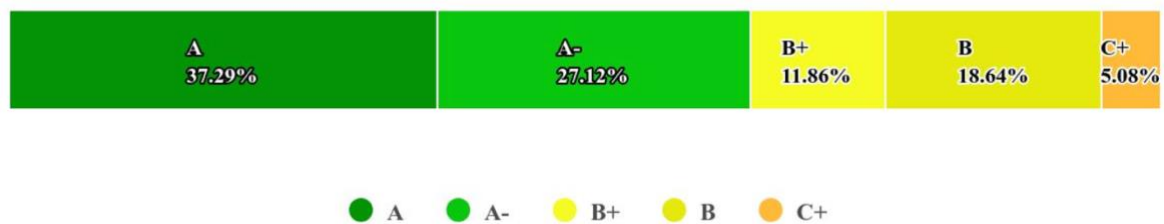


Figure 2. CVE Course 2024 Final Grade Percentage.
(Source: CEEdX Universitas Ciputra, 2024)

The assessment results are subsequently analyzed in greater detail concerning optimal writing successes and other evaluations pertinent to overall learning outcomes. The initial accolade is Best Achievement, awarded to student new enterprises that surpass the objectives established by both new venture participants and learning facilitators. The group that received the Best Achievement accolade is a nascent enterprise specializing in digital services, including social media management. The new venture is characterized by the implementation of guerrilla marketing through collaboration. Collaboration is achieved by producing engaging material derived from visitor contributions gathered via the Jar of Ideas. Every submitted concept serves as a source of inspiration and provides exhibition visitors with an opportunity to engage in the creative process. By executing these strategies, the firm enhanced content engagement and fortified customer relationships. This not only enhanced visitor pleasure but also fostered a sense of belonging to the digital services brand. The new enterprise that attained the highest accomplishment initially comprised 5 student members; but, as the learning process advanced, it expanded to 6 people due to the dynamics within other new venture groups.

The second accolade is the Best Innovation Model, awarded to groups who fulfill the criteria of generating novel inventions from manufactured goods and the comprehensive business process. Students who excelled in delivering product innovation received commendation from practitioner facilitators from Singapore. The firm operates as a media partner seeking information on competitions, events, and internships in the Surabaya region. The media partner offers services to assist exhibition attendees in selecting interests across several domains, including business, art and communication, and sports. This new venture organization comprises five student members. The

third accolade, Best Teamwork, was awarded to a newly formed venture group that demonstrated exemplary collaboration throughout its establishment and the entrepreneurship learning process, effectively resolving conflicts among members and serving as a model for task distribution and proficient human resource management. This new initiative has four student group members.

3.1. Multiple Objectives

The Multiple Goals Theory posits that in interpersonal interactions, individuals pursue multiple objectives rather than a singular purpose. This theory assumes that interpersonal interactions are essentially strategic in the sense that students communicate to achieve various desired goals or interaction goals (Caughlin, 2010). The term "Multiple" in Multiple Goals Theory acknowledges that individuals typically possess many interaction goals simultaneously, which may sometimes conflict (Caughlin & Wilson, 2021).

This section delineates research findings that investigate several objectives in the interaction process among members of a new venture comprising university students within the digital services in communication sector. While numerous specific objectives can be attained through interpersonal communication among members of student new ventures, three overarching themes frequently emerge in the context of entrepreneurship education. Initially, instrumental objectives encompass the communication tasks executed during the learning process. Students typically strive to achieve an ideal evaluation in the course. The interaction among group members intensifies when the facilitator initially presents information regarding learning outcomes, an overview of the task, and the assessment rubric at the start of the meeting. Subsequently, pupils who possess an existing firm aspire to enhance their enterprise through this entrepreneurship education by assuming a leadership role among their peers. Other group members feel secure when there is an individual among them with prior entrepreneurial expertise.

The second interaction goal pertains to interpersonal ties with others. There are two interaction objectives for this interpersonal context: kids strive to group with their close friends. This is the most prominently observable interaction objective. Indeed, some students must contend for the sake of this relationship. In the 4th semester of the Entrepreneurship course, students typically seek group members who share similar emotional, geographical, and economic backgrounds. In this relational interaction objective, some students genuinely seek to enhance their connections in company development (Bernardus et al., 2024). This is highly advantageous, as it represents a fundamental aspect of CVE learning, enabling students to forge connections for collaborative new ventures.

The third interaction objective is the identification objective, which pertains to the impression you aspire to create for yourself and others. This is particularly applicable in entrepreneurial education that utilizes a peer assessment framework, wherein students evaluate the success of their group members as a criterion for individual performance assessment. Furthermore, it is essential to obtain a favorable evaluation from the class facilitator who monitors the mentoring process of the new venture group. This mentoring procedure will reveal kids who do not engage with other group members.

The research findings were derived from two phases: the observation phase and comprehensive personal interviews with informants. The investigation was progressively conducted on the new venture group that got the Best Achievement Student award. This is because students in the digital service sector, overall, receive the highest final evaluations. The identification of instrumental, interpersonal, and identity goals is a noteworthy discovery in the examination of interaction objectives. This is due to the exploratory process conducted, wherein students typically articulate instrumental goals first, as these serve as the primary objectives motivating each group member's interactions with others in the same group. The identical conclusion is derived from the findings of observations and comprehensive interviews performed with a new venture awarded the Best Innovation Model Student accolade, subsequently corroborated by two informants who are practitioners and facilitators in entrepreneurship education. The subsequent findings on interaction goals were corroborated by the student new venture group that was awarded for exemplary teamwork. results of interaction objectives.

Figure 3 illustrates the interaction objectives that emerge when members of the student new venture group seek to engage with one another inside the same group.

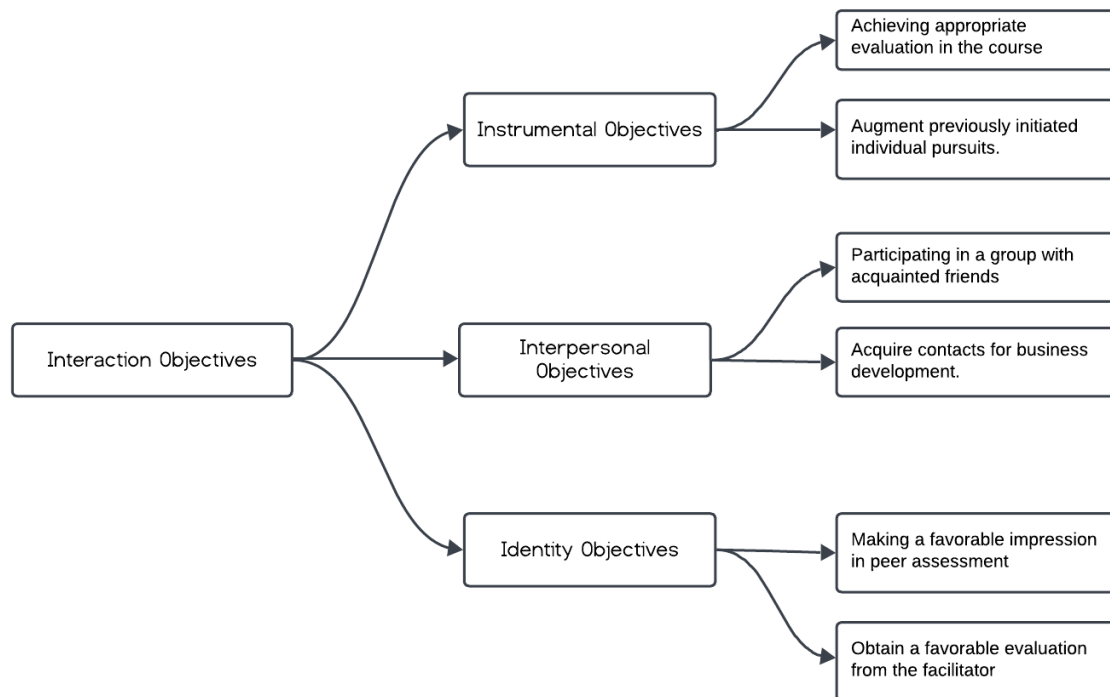


Figure 3. Findings of Interaction Objectives
(Source: processed by researchers, 2024)

3.2. Primary Interaction Objectives

Primary interaction goals are objectives that drive an individual to communicate, namely offering the impetus of "encouragement" (Caughlin & Vangelisti, 2015). Throughout the observation, the facilitator presented information about learning outcomes, a summary of the task, and the class assessment rubric. Subsequently, the dynamics of interaction among pupils within a group began to exhibit pronounced intentions. Initially, silent students started engaging with their peers. Interviews with informants yielded data indicating that instrumental aims were the key motivation for pupils interacting within a group. The key objective identified from the interview results was to achieve optimal assessment in the course.

Moreover, instrumental objectives in new venture development constitute the subsequent principal interaction goals. Certain students who acted as informants have prior enterprises or operated independently from the entrepreneurship education provided (Bernardus et al., 2023). This finding is noteworthy, as students with prior entrepreneurial experience, both independently and through earlier essential learning, typically possess instrumental goals that facilitate the creation of new companies. The execution of new endeavors in the agro-industry necessitates previously acquired skills and knowledge (Riesso et al., 2023). In the new venture group that got the Best Achievement Student award and new venture awarded the Best Innovation Model Student, there exists a pivotal individual upon whom the industrial process depends.

The objective of commencing an interaction process that culminates in the generation of a message, or the principal aim of an individual engaging with another in a given context. Ancillary objectives that emerge during the pursuit of the primary objective. Arises from apprehensions regarding the failure to attain the primary objective (Dillard & Wilson, 2014). This study identifies two key interaction objectives: obtaining assistance. The motivation for students to engage with their peers stems from their desire to achieve favorable evaluations in their learning. This is because collaboration is a criterion in the evaluation. Students believe that interaction fulfills these indicators. Additionally, changes in relationships serve as a motivation for interaction, since students with favorable evaluation outcomes often aspire to cultivate personally initiated businesses. This is summarized in figure 4.

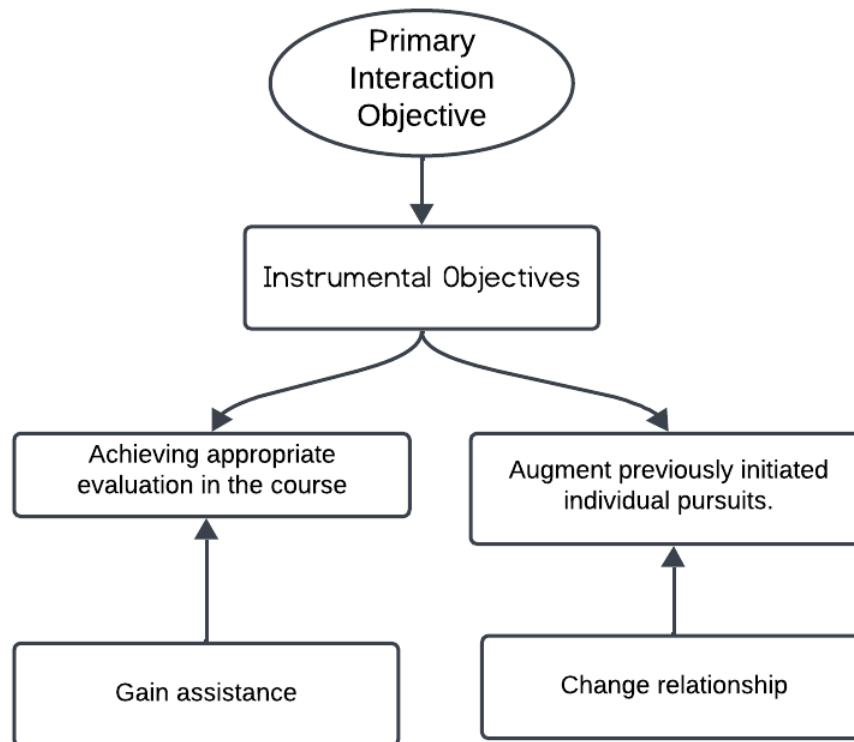


Figure 4. Findings of Primary Interaction Objectives
(Source: processed by researchers, 2024)

3.3. Secondary Objectives for Interaction

Secondary interaction objectives influence and limit how pupils attain main objectives. During the pursuit of the primary objective, students engage with other group members by utilizing interpersonal goals (depicted in green in figure 5) pertaining to relationships, specifically fostering connections for new venture development and forming a cohesive group of acquaintances. Furthermore, the identification goal (depicted in blue) serves as a supplementary objective in the interactions among students inside a new venture group, specifically to create a favorable impression during peer assessments and to receive positive evaluations from the facilitator. Nonetheless, there exist other secondary objectives (shown in yellow), which encompass exchanges conducted solely as a requisite in the learning process. Prompted by the facilitator, the student commenced engagement with others. It was also discovered that an additional secondary objective was to evade an individual. Some students engage with others to circumvent interactions with different individuals. For instance, student A engages with student B solely to evade engagement with student C. This pertains directly to the Goals-Action-Plan (GPA Model) within the framework of multiple goals theory (Caughlin & Vangelisti, 2015).

According to (Caughlin, 2010), secondary goals aim to inhibit a person's engagement in pursuing their primary goal during interactions. This study identifies two categories of secondary goals: (1) temporarily "withholding" to avoid the perception that students engage solely to attain their primary objectives (Ohbuchi & Fukushima, 1996), and (2) "facilitating" the accomplishment of primary goals by first achieving secondary goals.

Figure 5 elucidates that there are secondary objectives that "constrain" the attainment of the primary objective, specifically, (1) Associating with familiar friends. This secondary objective is fundamentally beneficial; nonetheless, it may impede students' motivation to attain core objectives in business development. Students attempting to create a new venture during interactions are hindered by the inclination to remain with familiar peers in a single group. Familiar friends in regular relationships may not align with the requirements for initiating new enterprises or new ventures. It

becomes a duty in education. A notable deficiency in entrepreneurship education, which necessitates group collaboration for new companies, is the perception of obligation; student interactions sometimes become mere formalities to fulfil course assessment criteria. This constitutes an unfavorable evaluation based on the facilitators' observations. The facilitator informants in this study saw that a sense of obligation emerged during the mentoring process. Students exhibited a perplexed, uncomfortable, and contrived demeanor in their interactions with fellow group members. Avoiding an individual. This study revealed that within a certain new venture group, certain students predominantly engage with the same peers. This can significantly impede new venture development, as group assignments are eventually completed by only a subset of pupils, rather than all members of the group.

Figure 5 elucidates that there are secondary objectives that "facilitate" the attainment of primary goals, specifically, (1) cultivating relationships for new venture development. This secondary objective promotes the attainment of the primary objective of establishing new enterprises or businesses. This is due to the establishment of a method aimed at understanding the backgrounds of other students. Participating in a group with intimate friends. Besides serving as a secondary objective that impedes the attainment of the primary goal in venture development, the secondary aim of associating with familiar peers is, in fact, a catalyst for accomplishing assessment-related objectives. Students can effortlessly cooperate regarding lecture tasks due to their familiarity. Achieving a favorable evaluation in peer assessment. In the evaluation procedure concerning pupils, peer assessment is favored by the students. Students try to get a good impression, productive, and cooperative impression from fellow students in one group to get an optimal peer assessment. Obtaining a favorable evaluation from the facilitator. The facilitator's participation in the class assessment process is crucial as it offers evaluations to individual pupils. (5) Forming new intimate friendships can create opportunities for kids to establish connections with one another.

Research findings indicate that there are four sorts of secondary interaction goals. The initial category pertains to personal resource objectives. Students pursuing primary interaction objectives also engage in secondary goals, such as forming friendships in business development and obtaining favorable evaluations from the facilitator. The two established interaction goals are implemented to promote the attainment of primary interaction objectives. Nevertheless, the interaction objectives perceived just as obligations in learning impede the attainment of fundamental interaction goals. This occurs because students typically engage passively and exhibit active participation alone in the presence of a facilitator.

In the secondary category of interaction objectives, namely affect management goals. The contact aims to establish a desired emotional state by uniting already close pals. This serves two functions: promoting the attainment of primary interaction objectives in the help segment while concurrently impeding the realization of primary interaction goals in the relationship modification segment. The scope of student friendships does not expand. Regarding the third category of secondary contact objectives, specifically conversation management objectives. Students often disengage from a discourse when the subject matter is unfamiliar to them. This indicates that pupils have a passive disposition when they lack mastery of the subject during speech and interaction. This will impede the attainment of the major interaction objective in the change relationship section.

The fourth secondary interaction aim, known as relational resource goals, is achieved by creating a favourable image during peer evaluations. Students undertake this to promote the attainment of primary interaction objectives pertinent to the final evaluation in education. Additionally, students pursue interaction objectives to cultivate new friendships during the learning process, hence facilitating the attainment of interaction goals within the relational dynamics, which is the principal interaction objective sought by the majority of student informants in this study.

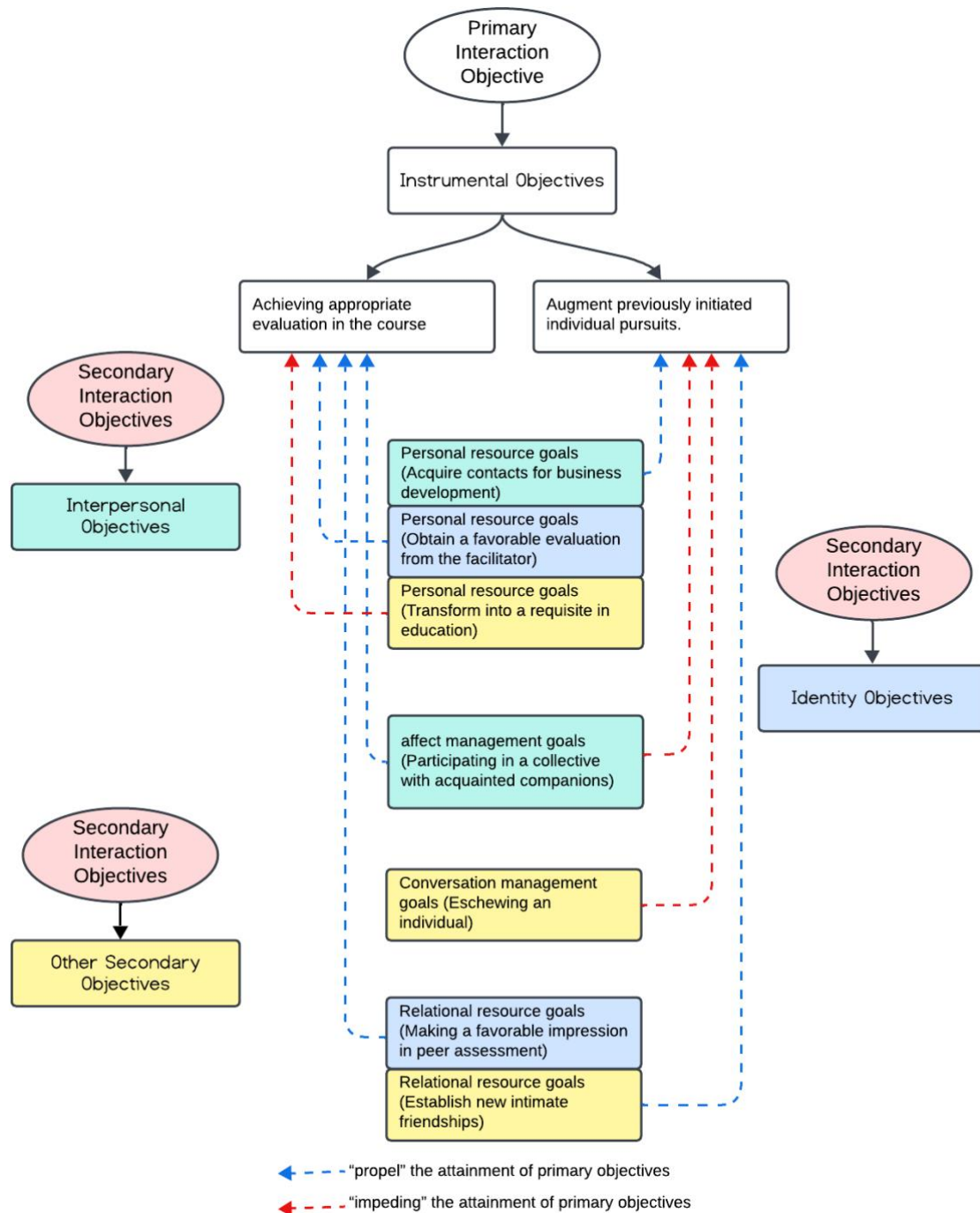


Figure 5. Findings of Primary Interaction Objectives
(Source: processed by researchers, 2024)

4. Conclusion

The execution of new enterprises in digital service new ventures, a segment of the communication sector, captivates students pursuing new venture management or entrepreneurship as part of their coursework or project-based learning. Students presume that this sector offers large returns with no risk. This is because new venture execution occurs solely within a 16-week timeframe throughout the learning process. A brief period for assessing a business's sustainability.

In the new venture group interaction process, each student possesses interaction objectives that may be classified into three categories: instrumental goals, interpersonal goals, and identification goals. This research, aligned with the Multiple Goals Theory, reveals that the interaction objectives of students in the digital service new venture group encompass primary goals primarily categorized as instrumental, specifically achieving optimal course evaluations and advancing previously initiated individual businesses. Additionally, it pertains to secondary objectives that are designed to obscure the attainment of fundamental goals, ensuring that these primary goals remain less apparent to student communicators during the engagement process. The primary interaction objectives pursued by students in the entrepreneurial learning process are to gain assistance and change relationships. The secondary interaction objectives include personal resource goals, affect management goals, conversation management goals, and relational resource goals. Each plays a dual role in both facilitating and impeding the attainment of core interaction objectives.

The recent findings in this study pertain to the significance of secondary interaction objectives in facilitating primary interaction within the entrepreneurship learning process. This study reveals that secondary goals, rather than hindering the attainment of primary goals, can expedite their achievement without necessitating that student communicators overtly demonstrate their efforts to fulfill primary interaction objectives.

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