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## Integrating Business Communication Learning and Entrepreneurship Practice: A Descriptive Study of the Program for Communication Science Students

Marisa Puspita Sary\*, Vera Wijayanti Sutjipto, Maulina Larasati Putri, Citra Amalia Putri Sutiyono, Farah Aulia

Universitas Negeri Jakarta, Indonesia

\*Correspondence: E-mail: [farah\\_1410622038@unj.ac.id](mailto:farah_1410622038@unj.ac.id)

### ABSTRACT

This study examines the integration of business communication learning with practical entrepreneurship experiences at Universitas Negeri Jakarta (UNJ) through the “Wira Wiri UNJ” program. Grounded in Lasswell’s communication model and entrepreneurial education theory, the research addresses the growing influence of information and communication technology on business communication practices. Using a qualitative descriptive approach, data were collected through in-depth interviews with four Communication Science students (class of 2022) who participated in the program. Findings reveal a significant shift in students’ entrepreneurial mindsets, from viewing entrepreneurship as a simple transactional activity to recognizing it as a strategic process involving planning, marketing, financial management, and continuous learning. Mentor-student interactions were highly interactive, with credible mentors employing a blend of theoretical instruction, hands-on practice, and feedback. The study concludes that Wira Wiri UNJ effectively complements formal entrepreneurship education, enhancing students’ entrepreneurial competencies and readiness to engage in the business sector.

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## 1. INTRODUCTION

Communication plays a central role in human social interaction, serving as a foundation for exchanging ideas, building relationships, and achieving shared objectives. A communication model describes the process as Who Says, What, In Which Channel, To Whom, and With What Effect, a framework still relevant in contemporary contexts (Karniawati et al., 2021; Puspitawati et al., 2021; Rivky et al., 2022). The rapid advancement of information and communication technology (ICT) has transformed how businesses operate, creating new modes, channels, and strategies for business communication (Bahri et al., 2023; Arciosa, 2022; Dwiana et al., 2022). Business communication, encompassing both verbal and non-verbal interactions, has thus become an essential discipline for higher education students to master, particularly to prepare them for increasingly competitive and digitally connected markets.

Entrepreneurship is closely linked to communication competence. It involves identifying opportunities, generating creative ideas, and managing business operations effectively to achieve sustainable success. In the higher education context, entrepreneurship education equips students with the capacity for innovation, critical thinking, and adaptability, skills essential for both economic growth and social development (Praditya et al., 2024). In Indonesia, universities are increasingly integrating entrepreneurial practice into curricula through initiatives that bridge theoretical learning with real-world application.

Universitas Negeri Jakarta (UNJ) actively fosters entrepreneurship through the Wira Wiri UNJ program (Wirausaha Merdeka, Wirausaha untuk Negeri). This initiative offers training, internships, business planning guidance, and sustainability support, enabling students to develop business ideas grounded in science, technology, and the arts (IPTEKS). Participants receive mentorship in core entrepreneurial areas such as financial management, marketing strategies, and product development, ensuring that learning is both structured and experiential. By embedding business communication theory into entrepreneurial practice, the program addresses the increasing complexity of global markets and encourages students to contribute to sustainable local economic growth (Praditya et al., 2024).

Learning communication, understood as the interactive process between instructors and learners, is essential for enhancing understanding, engagement, and motivation (Hwang & Chang, 2019). In entrepreneurship education, effective learning communication enables students to translate theoretical concepts into practical strategies. However, formal courses alone may face limitations in providing sufficient experiential learning opportunities, particularly in real-world business contexts.

Therefore, this study aims to explore how learning communication in the Business Communication course is implemented within the Wira Wiri UNJ entrepreneurship program for Communication Science students at UNJ. The novelty of this research lies in its focus on the integration of formal business communication learning with mentor-guided entrepreneurial practice, offering insights into how interactive, experience-based learning environments can foster both communication competence and entrepreneurial readiness.

## 2. METHODS

The approach used in this research is qualitative, namely research conducted is synchronic and aims to describe the nature, circumstances, and phenomena. This research aims to describe descriptively how the communication of the Business Communication course learning is carried out in the Wira Wiri UNJ entrepreneurship learning program by Communication Science students' class of 2022 (see **Figure 1**).

The method used is a qualitative descriptive method. Qualitative descriptive method is a research method based on the philosophy of postpositivism used to research natural object conditions (as opposed to experiments) where we are the key instrument, and data collection techniques are triangulated. The data collection technique in this study used in-depth interviews with four informants who were students of the Communication Studies Program at Universitas Negeri Jakarta, class of 2022, and participated in the Wira Wiri UNJ program. All participants are 21 years old.

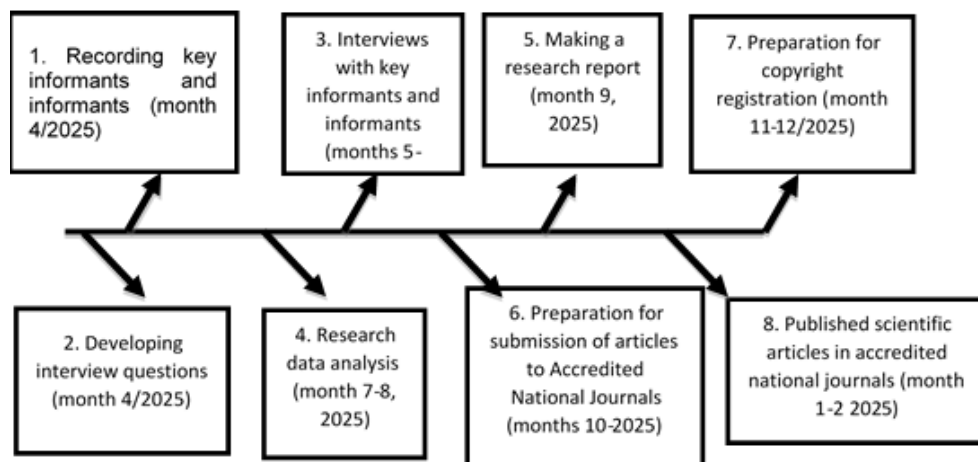


Figure 1. Research flow chart.

### 3. RESULTS AND DISCUSSION

#### 3.1. Wira Wiri UNJ as Entrepreneurship Practice Learning

In collecting research data conducted through in-depth interviews with four informants, the researcher asked a question about how Wira Wiri activities played a role in changing the informants' mindset as Communication Science students towards further entrepreneurial practices.

TK (21) gave a positive answer to the change in mindset about entrepreneurship. TK (21) explained that *"Previously, I thought that to be an entrepreneur, you only need to procure capital, buy ingredients, and sell them to people. But after participating in this program, I realized that entrepreneurship is not that easy. We need to think about how to determine what we want to sell, what the capital is, and also who the target market is."* TK (21) added that this program has a very positive role in making informants understand more about the things that need to be prepared in building an entrepreneurship, such as calculating the Cost of Goods Sold (COGS), how to promote, and others.

HR (21) argued that the program was also effective in opening up detailed and in-depth knowledge about the process of building an entrepreneurship, trial and error, and selling experiments that were previously unknown. HR (21) also added that this program changed her mindset in entrepreneurial practice, *"Previously, I thought that business was only about having capital and intention. But after this program, I realized that building a business requires a process. Starting from development, trial and error many times, and tiring."*

SN (21) gave the opinion that *"In terms of effectiveness, this program is very effective, because we are allowed to learn directly. We are given the theory, and then we practice it too. Because the activities are conducted in small groups, this also makes the practice and provision of information more effective"*. Furthermore, SN (21) also stated that there was a change in mindset towards entrepreneurship by knowing that many things need to be prepared when wanting to start a business.

DMZ (21) gave his opinion that this program is very effective, because it gives students the opportunity to learn a lot. *“Especially as a communication student, I was assigned to be the Chief Marketing Officer, who is responsible for determining marketing techniques, promoting our business through social media”*. Regarding mindset, DMZ (21) said that he realized that making a business is not simple; there needs to be tactics. The program also includes seminars, workshops, and so on. Over time, the mindset is formed through these activities.

### **3.2. Mentor Communication in Knowledge Transfer**

Based on the results of the interviews, the smooth implementation of Wira Wiri is inseparable from the communication that takes place between mentors and participants. HR (21) stated that communication in channeling insights about entrepreneurship is done by providing theory and practice. HR (21) stated, *“For my mentor, the way of communication is by direct tutoring, yes. Thus, we come to his place of business, and there he will provide material about entrepreneurship. Like explaining, and also told to practice. Because not everyone, if given a direct theory, always connects, sometimes we need to go through practice to get the sense.”*

TK (21) admitted that the mentor's communication in providing information went very well, especially because the mentor had experience as a mentor in the previous year's Wira Wiri program. Thus, he was able to direct the participants very well. According to TK (21), *“The mentor's communication in providing information was very good. Incidentally, my mentor told me that he had been a mentor in the previous year's WiraWiri program. Thus, my group was really well directed. Previously, we had a schedule for the agendas that had to be studied, but because the mentor had experience with the program in the previous year, our group could start first, because the mentor cared.”*

SN (21) also said, *“Mentors will make a plan every week. For example, this week plans that we will learn about how to develop the persona of the business, then next week we will learn about B, and about C. Thus, the mentor will give the material, and we will learn directly, learn together using PPT, then the mentor explains, then there are questions and answers.”*

DMZ (21) stated that not only mentors, but also field supervisors, greatly contributed to providing information related to entrepreneurial insights. DMZ (21) argued, *“Mentors and DPLs are very, very contributing in providing information about entrepreneurial insights. Incidentally, all mentors at Wira Wiri UNJ are taken from people who have businesses that have been growing for several years. The mentors tell us how to find business ideas that are relevant for us in the future.”*

### **3.3. Wira Wiri UNJ as Entrepreneurship practice learning**

The Wira Wiri program has proven to be effective in changing the mindset of Communication Science students regarding entrepreneurship. TK (21) realized that entrepreneurship is not as simple as having capital and selling goods, but requires product planning, marketing strategies, and capital management. He also learned technical aspects such as COGS and promotion.

HR (21) added that the program opened her mind to the importance of process, including the trial-and-error stage that she had not previously considered. She began to understand that business requires time, strategy, and perseverance.

SN (21) considered the program effective because it combined theory and practice in small groups, making it more focused and interactive. She also felt that there was a change in her perspective towards business, especially about preparedness before starting.

DMZ (21) learned first-hand through his role as Chief Marketing Officer. He realized the importance of marketing tactics and the use of social media, and felt that his mindset had developed through the seminars and workshops he attended.

The results of interviews with four interviewees found positive results that the Wira Wiri UNJ program provides theoretical and practical knowledge of entrepreneurship that is useful for Communication Science students of Jakarta State University. Through this program, it can also be concluded that there is a significant impact on changing the mindset of participants towards entrepreneurial practices. This change not only occurs conceptually, but through the direct experience they have gone through, forming a more realistic understanding of the world of entrepreneurship.

### **3.4. Mentor Communication in Knowledge Transfer**

Based on the statements given by the informants, there is a connection between the Wira Wiri program and the principles of learning communication. The communication process that takes place during the Wira Wiri program is not only one-way, but also involves interaction and feedback. HR (21)'s statement that communication is done through the delivery of theory and practice is in line with the principle of active learning.

In communication, communicator competence plays a major role in delivering messages effectively. This is in line with TK's statement (21), which shows the importance of the experience of the communicator (mentor) in delivering the message. The competence of mentors in the Wira Wiri program affects their ability to deliver messages.

The interactional communication model emphasizes a two-way communication process: the sender and the receiver of the message. An important element in this model was perceived by SN (21). The mentor provided space for participants to ask questions, which indicated immediate feedback during the learning.

Ethos is one element of communication rhetoric that refers to the credibility, character, and experience of the communicator that makes the message more convincing. This is in line with DMZ's statement (21), which emphasizes the mentor's credibility and experience as a business person, where participants perceive the mentor as an expert and credible in the field of entrepreneurship.

The results of this research and discussion are also related to previous research (Widiyani *et al.*, 2024), which emphasizes the importance of teacher competence as the main foundation in creating effective learning. This study also emphasizes the responsibility of teachers who must treat educators equally. This is applied through question-and-answer activities and group discussions, such as those conducted by Wira Wiri participants.

## **4. CONCLUSION**

The *Wira Wiri UNJ* program effectively integrates business communication learning with practical entrepreneurship experiences for Communication Science students. Through interactive mentor-student engagement, participants not only strengthened their theoretical understanding but also developed strategic skills in planning, marketing, financial management, and problem-solving. The program's emphasis on two-way communication, credible mentorship, and experiential activities contributed to a significant shift in students' entrepreneurial mindsets—from perceiving business as a simple transactional activity to understanding it as a complex, strategic process. These outcomes highlight the program's role as a complementary platform to formal entrepreneurship courses, enhancing both communication competence and entrepreneurial readiness. In this regard, *Wira Wiri UNJ* serves as a model for higher education institutions seeking to bridge theoretical instruction

with real-world business practice, ultimately contributing to the development of graduates who are more competitive and adaptable in the evolving business landscape.

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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