

UNCONSCIOUS MIND APPLICATION IN CLASS-LEARNING TO INCREASE GEN Z INTENTION IN BECOMING ENTREPRENEUR

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Abstract: This research is based on a true experiment of two cohorts in entrepreneurial class at Universitas Sumatera Utara where nowadays the learning materials must be active and stimulate the creativity of Generation (Gen) Z to be more interested to become more independent and entrepreneurial after they graduate. The unconscious mind method was grafted into the teaching material after the consideration that previous material has been more conscious mind. Unconscious mind material was given to fifty students during four meetings with different topics combined with conscious mind material, action, and evaluation. As a comparison, some of the other students who also consisted of fifty students were given materials based on the current syllabus which contained only conscious mind material. The results showed that unconscious mind application in class-learning had performed higher intention to later become entrepreneurs than control groups who tended to decline in interest.

Keywords: entrepreneurial intention, entrepreneurship, entrepreneurship teaching method, Gen Z, the unconscious mind

Abstrak: Penelitian ini merupakan hasil dari eksperimen dari dua kelompok belajar dalam materi perkuliahan Kewirausahaan di Universitas Sumatera Utara, dimana pada saat ini materi pembelajaran harus bersifat aktif dan menstimulus kreatifitas mahasiswa generasi (gen) Z agar lebih tertarik untuk lebih mandiri dan berwirausaha setelah mereka tamat nanti. Metode pikiran bawah sadar sendiri dicangkokkan ke dalam materi pengajaran setelah pertimbangan bahwa materi pengajaran selama ini lebih bersifat pikiran sadar. Materi pikiran bawah sadar diberikan kepada lima puluh mahasiswa selama empat pertemuan dengan topik yang berbeda yang dipadukan dengan materi pikiran sadar, melakukan aksi dan evaluasi. Sebagai perbandingan sebagian mahasiswa lain yang juga terdiri dari lima puluh mahasiswa diberikan materi seperti silabus lama yang hanya berisikan materi pikiran sadar. Hasil pengolahan data menunjukkan bahwa penerapan pikiran bawah sadar dalam pembelajaran mata kuliah menghasilkan niat yang lebih tinggi untuk menjadi wirausaha dibandingkan kelompok kontrol yang cenderung mengalami penurunan minat.

Kata kunci: Gen Z, intensi kewirausahaan, kewirausahaan, metode pengajaran kewirausahaan, pikiran bawah sadar

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INTRODUCTION

Rapid technological changes have a high uncertainty impact on the business world, especially during the Covid-19 pandemic, where many companies lay off their workers due to the sluggishness of the world economy and the purchasing power of society. ASEAN Policy Brief (2020) stated how Covid-19 affects key sectors of the business in every country: business operations hence supply chains disrupted; employment and livelihood put at risk; while consumer confidence has declined.

These circumstances certainly give to the awareness that nowadays college graduates have to realize that diploma is no longer the material matter to become an employee because of the narrower employment. They should be able to be more independent to start their own business and become entrepreneurs.

Currently, the entrepreneur becomes essential as entrepreneurship is an important component of sustainable economic growth and job creation. Entrepreneurship is not just a plan-and-do act, and or is the behavior that results from the attitude that reflects the motivation and the capacity of individuals to identify and pursue opportunities to produce new value or economic success. However, the previous and determinant element towards performing entrepreneurial behavior is entrepreneurial intentions (Yıldırım et al. 2016).

However, efforts to increase interest as an entrepreneur must start early from school then incubate in college following the students' college major and interests as Westhead (2016) and Purusottama & Akbar (2019) defined that there is a relationship between entrepreneurial knowledge and entrepreneurial intentions.

Many efforts have been made to create new entrepreneur even the government has also intervened by actively campaigning especially to the young people to become an entrepreneur. The government thought that Entrepreneurs are as national assets to be cultivated, motivated, and remunerated to the greatest possible extent. In the education sector, the government highly recommended and required entrepreneurship courses giving in every department in higher education. This consideration has a strong reason because it has been proven that the MSMEs are the key factor that played

role in saving Indonesia during the 1998 monetary crisis. Entrepreneurship and starting new ventures bring hope that new graduates could be more independent and even absorb labor which is very important in breaking the chain of unemployment in the country.

However, despite growing, apparently, entrepreneurial courses are still ambiguous in creating new entrepreneurs. This is due to the suspect that entrepreneurial learning material still applying the method of the conscious mind and full of theories, whereas the current students are students of Generation (Gen) Z. Gen Z is a generation born individuals born between 1996 and 2012 (Schwiger and Ladwig, 2018) with the rapid development of technology and has the characterization full of gadget, active and easily bored. It is a challenge to turn classrooms into creating an entrepreneurial mindset. Conventional education teaches students with casual thinking methods or predictive thinking (Sarasvathy, 2015).

As the Education System influences the knowledge base, the achievement of skills, competencies and attitudes that form the basis of future career choices (Raposo and do Paço, 2011) then in this context, research is conducted an experiment that changes the syllabus by inserting unconscious mind (UM) materials to suggest students set their choice as business owners rather than workers. The unconscious mind has a significant effect on entrepreneurial success as Bargh and Morsella (2008) defined that unconscious processes not only adapt people to the present situation, but they also influence the tracks people lay to guide their future behavior. The unconscious mind material was then combined into a teaching material consisting of four parts: unconscious mind (UM), conscious mind (CM), action, and evaluation.

This teaching method is then applied to a cohort that consists of fifty students with fifty other students who receive the conscious mind teaching method as a control group to find out its impact in increasing the intention to become an entrepreneur on the student. This Entrepreneurship teaching method composition has been discussed with senior lecturers and experts. The objective of the research is to recommend the unconscious mind which combining with the conscious mind material in entrepreneurship class learning to create an innovation and belief to the Gen Z and give them the strength to make their further carrier as entrepreneurs.

METHODS

This research was based on a true experiment that involved 100 students of Universitas Sumatera Utara who took the entrepreneurship class as respondents. The age of the respondents ranged between 18-20 years old. The students were further divided into two groups of students randomly selected from the class: fifty students with learning materials using the conscious mind teaching method and fifty students with the combining of unconscious and conscious mind teaching method.

The unconscious teaching method was based on several reviews of entrepreneurial education literature. This method also has valuable input from experts through focus group discussion (FGD) on the unconscious and conscious mind models, as well as other suggested things that are considered suitable in the entrepreneurial education curriculum. To find out whether this teaching method can increase students' intention to become entrepreneurs, a class of 100 students then divided into two cohorts which are randomly selected as follows:

The first cohort (A) is a control group that received entrepreneurial education with conscious mind (CM) teaching material that explores variable information, compares, analyses and decisions. The methods and materials used are in the classroom with lectures and practice under the standards of the teaching process prevailing in college so far.

The second cohort (B) is students who receive an entrepreneurial education with the combining methods of the unconscious and conscious mind (UM & CM) with educational materials and objectives as follows: Unconscious mind (Providing unconscious mind material will improve the participants' abilities related to the variables of habits, emotions, memory range, personality, intuition, creativity, perception, and belief); Conscious mind (Providing conscious mind material will improve participants' skills in terms of exploring variables of information, comparing, analyzing, and decisions making. This material was given during four meetings using the FGD (Discussion Group Forum) method, as well as exploring students' intentions in several fields of entrepreneurship).

At the introductory meeting, students were still in a large group of 100 people. Each student was given a pretest questionnaire consisting of sixteen questions.

Then randomly the students were divided into two cohorts consisting of fifty students each. At the end of the semester meeting, each student was given the same questionnaire as the post-test. The questionnaire using the Likert Scale which a scale range of 1-5. The questions relate to entrepreneurial career options, choosing a career in the company, entrepreneurial confidence level, time to start entrepreneurship, college goals to work in the company, not yet have and entrepreneurial confidence, immediately find work after graduation.

The data were then analyzed using linear regression to access the two different cohorts. This analysis makes it possible to compare these two randomly-selected cohorts of students to find out their intention to become entrepreneurs.

In this research, researchers measured the level of student intention towards entrepreneurial career choices during and after attending a full semester class meeting by asking 16 questions to get answers to 8 indicators. This questionnaire was to find out whether teaching methods using the combination of unconscious and conscious mind had a significant impact on the intentions of students in cohort B compared to cohort A.

The content of cohort B learning materials is a combination of UM and CM which consists of four parts detail as follow: First, the unconscious mind which consists of focuses on opening mental blocks, building dreams into entrepreneurship which is related to the Law of Attraction (LOA), Emotional Spiritual Quotient (ESQ), and build the entrepreneurial character. Second, the conscious mind focuses on determining the business field according to their interests and talents, with Mind Map Theory, Canvas Theory, and create a business plan for capital requirements calculation and sales targets. Third, action consists of the practice of selling goods or services with sales targets by the students. During the practice of selling, the student used the combination of the conscious mind and the unconscious mind, with an orientation to action, creativity/innovation, and building a network through hypnotic marketing and hypnotic sales. Fourth, Evaluation consists of the students' intentions to entrepreneurship carrier. This method enables the lecturers to act as the facilitator and make the student more active. These two different methods are then modeled in the research diagram in Figure 1.

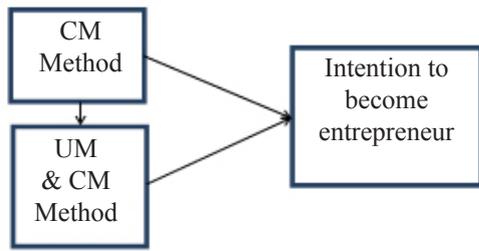


Figure 1. Research model

RESULTS

Table 1 shows the results of data processing that the X (whole respondent pre-test) was moderate between 3-3.2 for each student who took entrepreneurship class. However, the post-test results showed a significant difference between cohort A (Y1) and B (Y2), where cohort A at the end of the meeting class had a decreased intention in 8 indicators, while cohort B had an increased intention. Following statistical analyses are conducted by using SPSS tools for testing the hypotheses. From the results of processing Table 1 data, researchers then made three research hypotheses as follows:

- Ho1: No difference before and after of the intention to be an entrepreneur in CM method (control group)
- Ho2: No difference before and after of the intention to be an entrepreneur in the experiment group (CM & UM method)
- Ho3: No difference of the intention to be an entrepreneur (post-test) between CM method and CM & UM method)

A paired-samples t-test was conducted to compare the component in each hypothesis to define the research

result. Assumptions and hypotheses were tested using a 95% 0f Confidence Interval Percentage. The equations for this research hypotheses are as follow:

$$H0 = \mu_1 - \mu_2 = 0$$

$$H1 = \mu_1 - \mu_2 \neq 0$$

Before the paired sample t-test was conducted, the data were tested to determine whether it was normally distributed by tested with the Shapiro-Wilk normality test. Assumptions and hypotheses were tested using a 5% level of significance.

The results of the test seen in Table 2 indicate that data of Ho1 indicators before and after CM Method fitted a sig-value greater than 0.05 (before, 0.08 > .05 and after 0.270 > .05), indicating that data met the normal distribution requirement.

Both of Ho2 and Ho3 also met the normal distribution requirement where Ho2 (CM and UM method) sig-value greater than 0.05 (before, 0.08 > .05 and after 0.246 > .05) and Ho3 (CM method and CM & UM method-Post test) sig-value greater than 0.05 (before, 0.270 > .05 and after 0.246 > .05).

The results of Paired Sample t-test data processing then indicate in Table 3. The comparison of hypotheses Ho1 between before and after CM method concluded that on the average after CM worse (M = 2.43, SD = 0.14) than before CM (M = 3.06, SD = 0.13). This improvement, 0.64, 95% CI [0.08, 0.47], was statistically significant, $t(7) = 8.96, p < 0.001$. This result shows that there is a difference in average before and after of the intention to be an entrepreneur in the control group (CM method) and Ho1 is rejected.

Table 1. Intention difference results before and after training - cohort A and B

Factor	Before Training (X)	With CM (A) (Y1)	With UM & CM (B) (Y2)
Entrepreneur is my career choice	3.20	2.20	4.44
Business owner is my career choice	3.00	2.50	4.33
I have a talent to become a businessman	3.20	2.40	4.33
I prefer to become an business owner than be a worker	2.90	2.50	4.11
Business bring more joy than a worker	3.20	2.45	4.44
I am sure that I become an entrepreneur	3.10	2.60	4.39
I have confidence to become an entrepreneur	3.00	2.50	4.17
I am starting my business soon	2.90	2.25	4.00

Table 2. Normality Test - Shapiro-Wilk

Ho	df	Before / After 1 (Sig)	After / After 2 (Sig)
Ho1	8	0.088	0.270
Ho2	8	0.088	0.246
Ho3	8	0.270	0.246

Table 3. Paired Sample t-test - Ho1, Ho2, and Ho3

Ho	M	N	SD	MD	95% Confidence Interval of the Difference		t	df	P
					Lower	Upper			
Ho1 - CM Method									
Before	3.0625	8	0.13025	0.6375	0.46918	0.80582	8.956	7	0.000
After	2.4250	8	0.13628						
Ho2 - CM and UM Method									
Before	3.0625	8	0.13025	-1.21375	-1.27896	-1.14854	-44.013	7	0.000
After	4.2762	8	0.16370						
Ho3 - CM method and CM & UM method									
After 1	2.4250	8	0.13628	-1.85513	-2.01908	-1.68342	-26.084	7	0.000
After 2	4.2762	8	0.16370						

The comparison of hypotheses Ho2 between before and after CM and UM method concluded that on the average after CM and UM Method higher (M = 4.27, SD = 0.16) than before CM and UM Method (M = 3.06, SD = 0.13). This improvement, -1.21, 95% CI [-1.15, -1.27], was statistically significant, $t(7) = -44.01$, $p < 0.001$. This result shows that there is a difference in average before and after of the intention to be an entrepreneur in CM and UM method and Ho2 also rejected.

The comparison of hypotheses Ho3 between post test CM Method and CM & UM method concluded that on the average after CM and UM Method higher (M = 4.28, SD = 0.16) than after CM Method (M = 2.43, SD = 0.14). This improvement, -2.02, 95% CI [-1.68, -2.02], was statistically significant, $t(7) = -26.08$, $p < 0.001$. In this result show that there is difference in average after CM method and after CM & UM method of the intention to be an entrepreneur in CM and UM method and Ho3 also rejected.

Entrepreneurship Education and Generation Z

In this world full of disruption and uncertainty like today, many companies have closed their businesses or lay off their employees. Many of them cannot compete with rapid technological advances and the increasingly intense global competition. This crucial issue certainly

has an impact on the narrowing of job opportunities while ready-to-work graduates continue to grow every year.

On the other hand, this fact makes entrepreneurship even more important. In the last decade, policymakers and economists have cited entrepreneurship as one of the key factors to promote economic growth and innovation. After this development, entrepreneurship education programs have developed worldwide as it is considered a way to encourage the creation of successful entrepreneurs (Rosendahl et al. 2012).

There was a revolution in the education system that increased the popularity of entrepreneurship and technological advancement. High schools and colleges around the world include entrepreneurship in their curriculums.

In recent years, educational system issues have emerged, for example in universities in Malaysia, one of the problems that were found was that the techniques or approaches applied in the general classroom environment of students during learning turned out to be quite boring (Murad et al. 2019).

Yet to form the entrepreneurial character that drives students to choose entrepreneurs as their career choice through dynamic entrepreneurial education is not

as easy as it seems. Moreover, the current students are Gen Z with the following characteristics: work advancement, technically-oriented, experiential, pragmatic, skill-focused, problem-solving, goal-oriented, entrepreneurial, and creative (Schwiger and Ladwig, 2018).

IPO Model

Understanding the Gen Z characters above, researchers created the IPO Model for this research as seen in Figure 2. The IPO approach to this model is based on previous research which shows that an entrepreneurial mindset can be developed through a challenging and experiential approach rather than the traditional and monotonous entrepreneurship education method. This is owing largely to the fact that acceptance and disposition of students ultimately support entrepreneurial teaching and learning with experience and a challenging approach (Moses et al. 2016).

Though that the impact of entrepreneurship programs is debatable (Fayolle and Gailly, 2013) however, the entrepreneurial research should provide more than the average value, by making recommendations more practical for teacher (Frechner and Weber, 2013) and aims to build awareness of entrepreneurial phenomena in terms of belief and attitudes to promote enterprising behavior and ability to cope with a variety tasks in a changing environment today.

Many kinds of research conducted in entrepreneurial teaching with positive viewpoint results seem to be a natural order in this field. Entrepreneurship can be taught and the teaching methods can be enhanced through active participation. This statement involves arguments in favor of a certain reformation or reorganization of conventional education since entrepreneurial education focuses upon single active individuals (Holmgren, 2005).

The unconscious mind in this teaching method is predicted to make people could receive instructions and immeasurable value direction whether it is through dreams, intuition, feeling, hunches, the unconscious will bring ideas, insights, solutions needed to fulfill all needs and desires (Kehoe, 2011). Thus the actions of the unconscious mind drive the emergence of conscious thoughts.

One of the unconscious mind materials in this research is ESQ where this element to student plays an important role in sequential steps of entrepreneurial intentions. There are three factors of entrepreneurial intention: attitudes towards professions and entrepreneurial activities, social norms, and perceptions of self-efficacy. Entrepreneurial education should focus on changing students' confidence towards more conducive and supportive entrepreneurial intention factors. The process of delivering entrepreneurial education should place the spiritual well-being of students as the deciding factor in the success of entrepreneurial education in shaping entrepreneurial intention (Wibowo, 2019).

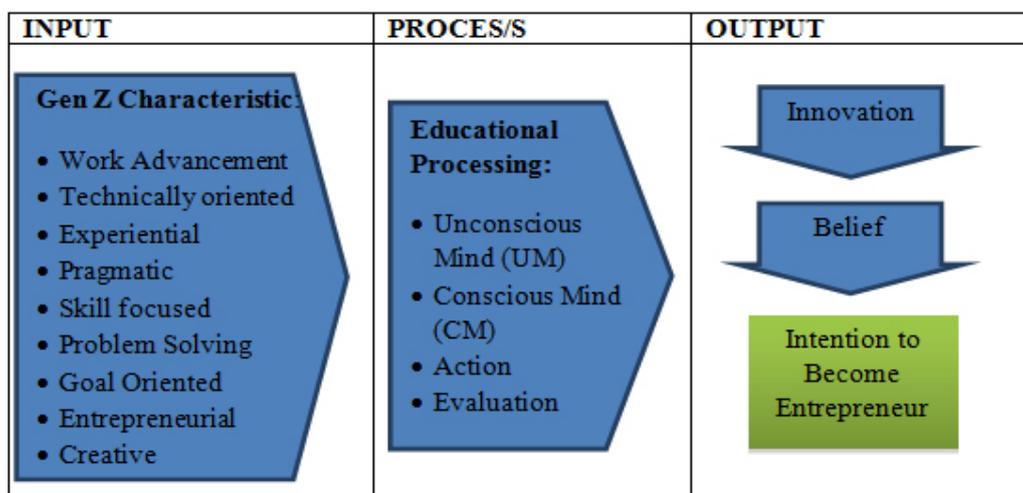


Figure 2. IPO Model for UM & CM Method

In line with the student's spiritual, the unconscious mind is also predicted researchers could provide the best student configuration in raising awareness of their ability to be entrepreneurial. Moreover, students are predicted to be more aware and more responsible for their thinking, learning, and behavior can perform better not only in study or in entrepreneurship but also general life. When belief is awakened, the next step is the students were given a conscious mind material that leads them to the practice and experience in mapping their mind and pouring their thoughts and creative and innovative ideas into measured working paper to do action - starting a new business.

According to Ustav (2016) students generally set goals for themselves but then do not orient themselves towards the best outcome or use of time. Students understand the connection between knowledge and performance but again do not think about what they currently know and what else should be known. Based on that, an evaluation is needed to help students wide open to see what they are getting from the entrepreneurial learning and experiences they choose to assess and make the further necessary improvements.

This consideration is very important to create an open innovation in entrepreneurship education including various stakeholders in teaching and coaching activities and seeing it as a knowledge exchange process. Also, the purpose of entrepreneurship education must be wider than education to founding an own business. Understanding entrepreneurship not only creates the potential to become entrepreneurs but also to be innovative as employees or volunteers (Küttim et al. 2014) in various interest fields of Gen Z students.

Managerial Implications

The findings of this experiment research bring to the consideration that the entrepreneurship teaching method should stimulate an active and innovative Gen Z to increase their intentions to become entrepreneurs. This is important because there is a relationship between entrepreneurial knowledge and entrepreneurial intentions. The unconscious mind material used in the teaching method in this study encourages the ideas, insights, and solutions needed that lead to the students' conscious mind: to execute their ideas into the business. The role of active and insightful lecturers is needed in delivering the success of this teaching

method - together with their students evaluate what they have accomplished and achieved to made continuous improvements in the future.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Although many methods of entrepreneurship education have been developed by teaching experts and researchers around the world, it is undeniable that there has not been found a method that is truly considered effective in creating significant new entrepreneurs. On the other hand, the rapid development of technology has other implications which lead to narrowing job opportunities for college new graduates. Entrepreneurship education continues to be developed as entrepreneurship is believed to be an effective effort to break the chain of unemployment and make a very significant contribution to the country's economy.

The dynamic of technology changing is also in line with the characteristics of Gen Z who currently learning in school and college. Monotonous entrepreneurship methods learning led to the dimming of the entrepreneurial characteristics of Gen Z in the research class. But instead when a new teaching method was developed that included unconscious mind material combined with a conscious mind and then lead the students to make an act of making a new business, make their evaluation on their action bring to an impact in increasing the intention of students to become entrepreneurs.

Recommendations

Therefore, it is recommended that entrepreneurial learning materials not only contain conscious mind material but also combining it with the unconscious mind that is expected to create an innovation and belief to the students and give them strength to make their further carrier as entrepreneurs, not as job seekers after graduating from college.

This research has limitations. First, the model in this research excluded how the students start, develop, and make their business success factors. Second, since the research was restricted to academia and owing to sample size, one must be cautious in generalizing the results

in other fields. Finally, we need to conduct further research concerning the unconscious and conscious mind entrepreneur education model especially to the three factors above.

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