

## INTRODUCING ENTREPRENEURSHIP KNOWLEDGE FOR GENERATION ALPHA AS THE KEY TO SHAPING INDEPENDENT GENERATIONS IN DIGITAL ERA

Maisa Azizah Asmara<sup>1\*</sup>, Muhammad Syakib Asqalami Rifai<sup>2</sup>

<sup>1,2</sup>Aisyiyah Bandung University, Fakultas of Business and Social Sciences

Correspondence Email: maisaazizah11@gmail.com

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### ABSTRACT

Technological disruption is the greatest challenge that must be faced. Therefore, mental maturity is needed to understand and take advantage of its benefits while controlling oneself against its drawbacks. One way to achieve this is by fostering an entrepreneurial spirit from an early age. This effort aims to provide entrepreneurial knowledge to parents to create a generation that is independent, creative, and competitive in the future. By introducing the concept of entrepreneurship early on, it is hoped that Generation Alpha can develop the potential to become successful leaders and entrepreneurs in an increasingly complex era. This program uses counseling methods in the form of seminars and Q&A sessions. Community Service (PKM) was conducted at SB Kp. Pandan, Malaysia, with 36 participants. This PKM program successfully increased the participants' understanding of entrepreneurship by 64.38%, with 23 participants showing improved knowledge based on the questionnaires distributed before and after the counseling session. Overall, this program successfully enhanced the participants' entrepreneurial knowledge.

**Keywords:** Knowledge, Entrepreneurship, Independence, Generation Alpha

### 1. INTRODUCTION

Generation Alpha refers to the demographic group born between 2010 and 2025. This generation is known for its familiarity with digital technology and the internet, which significantly affects behaviour, learning, and social interaction (Augusto et al., 2018). Generation Alpha has a more open and advanced mindset than previous generations. As the first generation to grow up with advanced technology, they are often called the 'digital generation'. Technology is deeply embedded in their lives, facilitating access to information and instant communication (A.Nur, 2021). Generation Alpha is projected to contribute significantly to the economy with a value of US\$5.46 trillion by 2029, making them the generation that will greatly influence the future (YBKP, 2024). To optimally utilise this potential, specific knowledge and skills need to be instilled early on. One effective way is through entrepreneurship knowledge (Rozi, 2023).

Entrepreneurship knowledge for early childhood is not about teaching them to trade or earn money from an early age, but more about growing and developing the characteristics that already exist in children (Wahyuni et al., 2020). Entrepreneurial spirit is the courage and ability to face challenges in life and have creativity and innovation to solve problems independently (Maya, 2023). They become more willing to take risks, try new things, and

find creative solutions when facing obstacles (Razi, 2023). This strengthens the mentality of growth and mental resilience that is essential for the future (Hasibuan et al., 2023). In addition, entrepreneurship knowledge fosters an attitude of empathy and social responsibility, by realising the impact of their business on the environment and society, thus forming a caring character and contributing to creating positive change (Purwaningsih et al., 2021). An entrepreneurial spirit also has a greater chance of changing a child's mentality from weak and hesitant to strong, firm and determined (Kusuma & Rokhmani, 2019). Although some entrepreneurial abilities in children are based on talent or learning process, talent without continuous process and guidance will not reach its maximum potential (Vernia & Widiyanto, 2023).

Therefore, the role of parents is indispensable in shaping children's character because the family is the first and main place where a child receives knowledge (Yuliandari, 2020). Physiological needs, affection, appreciation, and a sense of security are very important for children. However, the role and supervision of parents as educators remains essential in the process of shaping children's future personalities (Nurliana et al., 2023). Parents should provide opportunities for children to express themselves through simple businesses, which can develop into more complex business activities in the future (Munastiwi & Suhendro, 2020). Therefore, it is important for parents to teach entrepreneurial spirit to children, which can be started by instilling entrepreneurial habits from an early age, such as regularly waking up early, tidying up the bedroom, arranging toys, maintaining dental hygiene, and role-playing in buying and selling activities (Marfuatun & Totok, 2019).

This community service will be conducted in Kampung Pandan, Kuala Lumpur, Malaysia. In this area, there are many Indonesian migrants in Malaysia who do not have official documents. They have lived and worked in Malaysia for a long time, even have families and children, but their status remains illegal because they are not officially registered. The majority of them work as labourers, such as construction workers, cleaning services, and restaurant waiters, making it difficult for them to earn enough money to document their family status. Migrants generally live with their children in a tenement with no partition, making the bedroom, living room, and kitchen all in the same room. All activities are done together in the same space, and due to the lack of play facilities, children often spend time at home using gadgets without parental supervision.

Based on this, 'Aisyiah University Bandung feels morally, socially, and religiously responsible to provide solid support in strengthening the quality of the Alpha Generation of Muhammadiyah and 'Aisyiah in Malaysia. Especially in empowering 'Aisyiah children with diverse levels of knowledge and skills, so that they can be independent in various aspects of life, including economic, cultural, and social.

Therefore, this PKM will examine the importance of parents instilling an entrepreneurial spirit in Generation Alpha for Indonesian migrants residing there as a key strategy in children's character building. By understanding how entrepreneurship knowledge can influence their development, it is necessary to design more effective and relevant knowledge programmes to prepare Generation Alpha for future challenges.

## 2. PROBLEM AND QUESTION FORMULATION

Before the program began, the committee distributed questionnaires containing statements to measure the extent of participants' understanding of entrepreneurship before getting counselling. This was done to ascertain whether or not there was an increase in the participants' entrepreneurial knowledge after the counselling. Problems faced:

- a. Only 30% of the participants demonstrated an adequate understanding of entrepreneurship, signalling a lack of knowledge about the importance of early entrepreneurship knowledge.
  - b. Inability to observe children's potential as well as lack of attention to entrepreneurship-related upbringing may be due to parents' busy schedules.
  - c. 100% of participants have never received entrepreneurship counselling.
- The objectives of this program are:

- a. Increase entrepreneurial knowledge about the importance of early entrepreneurship education for participants.
- b. Understand and to know how much the influence of entrepreneurship counseling has for sustainable programs.

Based on the above phenomenon, entrepreneurship counselling is needed to be able to form an entrepreneurial spirit from an early age. The formulation questions of the problem in this PKM:

- a. Is there an improvement in entrepreneurial knowledge?
- b. How much did entrepreneurial knowledge increase?

Figure 1. Map Location



Figure 1. Location of activity

## 3. OVERVIEW

Entrepreneurship is the process of replacing old habits with new habits that are carried out in a disciplined and independent manner (Diandra & Azmy, 2020). Entrepreneurship involves changing ways of thinking and behaving. This means changing old habits that may be unproductive or inefficient into new habits that are more effective and innovative. This process requires high discipline as it requires consistency in the implementation of such changes. In addition, entrepreneurship emphasises independence, where individuals or groups must be able to rely on themselves in making decisions, facing challenges, and creating solutions without relying too much on external assistance (Mukrodi et al., 2021). Thus, entrepreneurship is not just about starting a new business, but also about shaping a proactive, innovative, and responsible mindset and attitude (Saputra et al., 2023).

Early entrepreneurship knowledge is very important in shaping the character and mindset needed to succeed in the business world. Through

entrepreneurship knowledge, children and young people are taught basic skills such as creativity, leadership, time management and problem-solving (Supandi et al., 2023). In addition, they also learn values such as hard work, perseverance and responsibility. The implementation of entrepreneurship knowledge from an early age can foster a spirit of innovation and independence, so that the younger generation is better prepared to face future challenges and is able to adapt to rapid changes in the world of work and business (Maolida et al., 2022). Thus, entrepreneurship knowledge not only prepares individuals to become entrepreneurs, but also equips them with important and relevant life skills in various fields.

It can be concluded that early entrepreneurship knowledge plays a crucial role in shaping the character and mindset needed to succeed in the business world. Entrepreneurship knowledge not only aims to teach business skills, but also develop values such as creativity, perseverance and responsibility. Through this knowledge, children and young people are trained to think critically, take initiative and innovate, all of which are important in facing future challenges.

Research shows that entrepreneurship knowledge can enhance entrepreneurial orientation and prepare young people to become adaptive and innovative leaders. By implementing entrepreneurship knowledge from an early age, it not only prepares individuals to become entrepreneurs, but also equips them with relevant life skills in various fields (Hardie et al., 2020). Entrepreneurship knowledge also contributes to economic and social growth by creating jobs and fostering the development of small and medium enterprises (Talukder et al., 2024). Thus, early entrepreneurship knowledge is an important investment in the future, both for individuals and society as a whole.

#### 4. METHOD

The method applied in this Student Creativity Programme (PKM) is through counselling on the importance of instilling entrepreneurial spirit from an early age. This counselling aims to broaden the horizons of parents who have children in the golden age on how to educate them to be independent, responsible, and disciplined, so that they can grow into individuals who have entrepreneurial characteristics. It also helps parents understand their role in shaping an entrepreneurial mindset in their children, which can have long-term benefits for their development.

In addition, the counselling will provide parents with practical techniques and strategies on how to teach entrepreneurial values through everyday activities, such as managing simple finances, taking initiative in home tasks, and solving problems creatively. Thus, the programme focuses not only on theory, but also on practical implementation that can be applied in daily life.

The target of this PKM is parents who have children who belong to Generation Z. There were 36 PKM participants in Kampung Pandan, Kuala Lumpur, Malaysia, consisting of 10 female participants and 26 male participants. This program starts from 18.00 - 23.00 Malaysian time. Steps taken during the implementation of the extension event:

1. Distribute a pre-counselling questionnaire consisting of 11 questions and statements. The objective was to objectively measure the participants' prior knowledge before the counselling began. The questionnaire was

designed to evaluate the extent of their understanding of entrepreneurial concepts and values and their readiness to apply these principles to their children. As such, the results of this questionnaire will provide a clear baseline of information needs and focus areas that need to be addressed during the counselling sessions. In addition, the data from the pre-counselling questionnaire will help in customising the counselling materials and methods to be more effective and relevant to the participants, ensuring that every parent gets the maximum benefit from this PKM.

2. Intensive counselling on the urgency of developing early knowledge to form a strong entrepreneurial character. This message was delivered through lectures tailored to the knowledgeable background of the participants, ensuring a clear and inspiring delivery. The lectures covered topics such as the unemployment rate in the ASEAN region, the potential for income generation through entrepreneurship, as well as the importance of early entrepreneurship knowledge, while emphasising the role of parents in guiding children towards the formation of a competitive and innovative character. After the lecture portion, a Q&A session was given to facilitate interactive dialogue between participants and resource persons. This aims to strengthen two-way communication, allowing participants to gain a deeper understanding by asking questions about the material presented, as well as ensuring that any matters that may be less understood can be better explained.
3. Re-distributing the post-test questionnaire to evaluate the participants' understanding after receiving the counselling. The main objective is to assess the impact of the counselling on their entrepreneurial knowledge. Thus, it is possible to understand the extent to which the messages delivered have been received and understood by the participants, as well as to identify areas that require more attention in the development of entrepreneurial knowledge in the future.

## 5. RESULT AND DISCUSSION

### a. Result

Before the counselling was conducted, the team had distributed a pre-test questionnaire to evaluate the participants' level of entrepreneurial knowledge. The results showed that as many as 2 participants (5.56%), had very good knowledge about entrepreneurship. Meanwhile, 3 participants (8.33%) had good knowledge, and 6 participants (16.67%) had sufficient knowledge. The majority of participants, as many as 25 participants (69.44%), showed a poor level of knowledge about entrepreneurship.

From the data, it can be concluded that most participants still do not understand the importance of building an entrepreneurial spirit from an early age in Kampung Pandan, Kuala Lumpur, Malaysia. This may be due to the busy schedules faced by parents, both outside and inside the home,



which results in a lack of supervision of entrepreneurship knowledge for children.



Figure 2. Counselling Activity



Figure 3. Provision of Counselling Material



Figure 2. Question and Answer Session

The presentation session including a question-and-answer session lasted about 3.5 hours. Afterwards, the participants entered the session and were asked to fill out a post-test questionnaire, which served as a measuring tool to assess the participants' condition after the counselling and compare it with their level of entrepreneurial knowledge before the counselling. This

step was taken to determine whether or not there was an increase in the participants' understanding of entrepreneurship, as well as to ensure that this counselling program provided significant benefits for them.

Table 1. Questionnaire Results

Knowledge Level	Number (Participants)	Percentage (%)
Less	2	5.56
Fair	3	8.33
Good	5	13.89
Very Good	26	72.22
Total	36	100

Source: processed 2024

The results of the questionnaire showed the level of entrepreneurial knowledge of the participants after counselling, which was divided into four categories: Very Good, Good, Fair, and Lack. A total of 26 participants, or 72.22% of the total participants, were in the Very Good category. In the Good category, there were 5 participants representing 13.89% of the total participants. A total of 3 participants or 8.33%, were in the Fair category. While in the Lack category, there were 2 participants, which is equivalent to 5.56% of the total participants. To provide a clearer picture, the following are the results of comparing the level of entrepreneurial knowledge of participants before and after counselling.



Figure 3. Questionnaire Filling

Table 2. Comparison Results Table

Knowledge level	Number of participants		Percentage		Increase /Decrease
	Before	After	Before	After	
Less	25	2	69.44%	5.56%	64.38%
Fair	6	3	16.67%	8.33%	8.34
Good	3	5	8.33%	13.89%	5.56
Very Good	2	26	5.56%	72.22%	66.66%

Source: processed 2024

Based on the results in Table 2, there was a significant increase in participants' knowledge after counselling. The percentage of Very Good category increased by 66.66% with an additional 24 participants whose knowledge increased. The Good category increased by 5.56%, with 2 participants. Meanwhile, the Fair category decreased by 8.34%, or 3 people, and the Lack category decreased dramatically by 64.38% with 23 participants moving to a higher category.

So, to answer the research question:

- a. Seeing an increase in the results of the pre-post test questionnaire, it can be concluded that there is an increase in entrepreneurial knowledge for the participants.
- b. the magnitude of the increase in entrepreneurial knowledge (table 2) increased significantly because it exceeded 50%.

b. Discussion

The results of the pre-test questionnaire showed that prior to the counselling, the majority of participants had limited knowledge on entrepreneurship. Only a small percentage of the participants had good or excellent knowledge on the topic. Therefore, counselling is needed to improve participants' understanding of entrepreneurship.

The results of the post-test questionnaire indicated a significant increase in participants' understanding of entrepreneurship after they attended the extension session. The majority of participants showed better knowledge after the event, which can be interpreted as the success of the extension programme in improving their understanding of entrepreneurship.

Based on the results of the PKM questionnaires that have been distributed, the participants showed a significant improvement after the extension programme. This is evidenced by the increasing number of participants in the Very Good knowledge category, by comparing the results of the questionnaire before and after the extension programme. According to (Samino et al., 2024) this improvement can be caused by the involvement of various elements, such as materials, people, facilities, and equipment that can influence or improve the learning process and outcomes. This is similar to the opinion of (Patti et al., 2023) which confirms a significant correlation between learning facilities and learning effectiveness. This shows that changes in a person's knowledge can occur through the learning process, which will then affect their behaviour.

(Simanjuntak & Marlina, 2021) confirmed that information has a significant relationship with knowledge. This is in line with the objectives of the PKM, where the programme provided a new source of information for participants in Kampung Pandan, Kuala Lumpur, Malaysia, who had not previously attended an entrepreneurship education extension programme. This was an important first step in introducing the concept of entrepreneurship to the local community, providing an opportunity to broaden participants' knowledge and horizons. The presentation covered a wide range of information, from the definition of entrepreneurship to the benefits of early entrepreneurship education, as well as methods to establish self-reliance in children. The materials were designed to provide a thorough understanding of the concept of entrepreneurship and the importance of early education in developing an entrepreneurial spirit, as well as provide practical guidance for parents in guiding children towards independence and creativity.



Apart from the presentation of interesting material using attractive and easy-to-understand PowerPoint slides, the smooth running of the Q&A session was also achieved thanks to the active participation of the participants. This allowed for a two-way interaction that enriched the programme, enabling the speakers to provide more in-depth explanations of the material covered.

## 6. CONCLUSION

Based on the series of PKM activities that have been described, it is evident that there is a significant increase in entrepreneurial knowledge for participants in Kampung Pandan, Kuala Lumpur, Malaysia. This illustrates the success of the PKM programme in achieving its objective to make a positive contribution in expanding the understanding and awareness of entrepreneurship among the participants.

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