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Firsthand Experience as a Communication Process in Young Generation Agricultural Entrepreneurship

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Abstract. *Farmer regeneration is a crucial challenge for the sustainability of the agricultural sector in Indonesia, with only 21.93% of national farmers aged 19-39 years. This article examines the role of direct personal experience as a communication process in shaping entrepreneurial attitudes and identities among the younger generation of farmers. Using a systematic literature review approach, this study synthesizes 47 articles from the Scopus, ScienceDirect, SpringerLink, Taylor & Francis, Wiley, and Sinta databases for the period 2019-2025 through the PRISMA protocol. Thematic analysis was conducted by integrating three main theories: Experiential Learning Theory (Kolb, 1984), Social Cognitive Theory (Bandura, 1986), and Theory of Planned Behavior (Ajzen, 1991). The results of the study show that direct experience functions as interpersonal and intrapersonal communication that builds self-efficacy, confidence, and meaning construction in agricultural entrepreneurship. Experience-based learning encourages reflective understanding, improves communication skills, and forms emotional bonds between the younger generation and agricultural values. This study proposes a conceptual model of transformational communication that places direct experience as a communication process that bridges the cognitive, affective, and conative aspects of entrepreneurial learning. This model consists of four stages: input (direct involvement), communication process (interpersonal and intrapersonal dimensions), output (positive attitudes, self-efficacy, entrepreneurial identity), and outcome (long-term commitment and sustainable innovation). These findings have theoretical implications for expanding the development communication paradigm and practical implications for the design of young farmer empowerment programs based on experiential learning and participatory communication. The study confirms the importance of an experiential, transformative communication approach in shaping innovative, resilient, and sustainable young agricultural entrepreneurs.*

Keywords: experiential learning, young generation, transformative communication, self-efficacy, agricultural entrepreneurship

JEL Codes: D83, L26

1. Introduction

Agriculture is a strategic sector that supports Indonesia's economy, food security, and development. This sector provides extensive employment opportunities, produces raw materials for industry, and meets the food needs of the community. The development of the agricultural sector as an integral part of Indonesia's sustainable development requires high-quality and committed human resources. Evidence

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shows that improving the quality of agricultural human resources will have a direct impact on the productivity and competitiveness of this sector (Susilowati, 2016).

Current conditions indicate serious challenges in the regeneration of farmers in Indonesia. Data shows that more than 65% of Indonesian farmers are aged 45 years and above, so it is estimated that in the next 30 years, Indonesia will experience a shortage of farmers (Ngadi et al., 2023). The Central Statistics Agency (BPS), through the 2023 Agricultural Census, noted that young farmers aged 19-39 years old only accounted for 21.93% of the total number of farmers nationwide (Pratiwi, 2023). This number is still relatively low and raises serious concerns about the sustainability of the agricultural sector in the future. The low interest of the younger generation in the agricultural sector is caused by negative perceptions of the farming profession, low income, and a lack of communication that can portray agriculture as a modern and profitable field.

Negative perceptions of the farming profession are deeply rooted in Indonesian society. Susilowati (2016) asserts that the perception that agriculture is not prestigious stems from the lack of advanced technology and the inability to generate adequate income. Low income and the uncertainty of profits generated by agriculture are crucial factors that discourage young people from entering this sector. This situation is exacerbated by limited access to capital, technology, and profitable markets. However, a new phenomenon is emerging among young farmers, indicating a paradigm shift in the management of agricultural businesses.

Recent reports indicate that young farmers are beginning to use modern technology to start businesses in agriculture (Antara, 2025). Young farmers today are not only growing staple crops, but also taking advantage of opportunities in processed products, premium horticulture, agritourism, and other value-added businesses. This transformation is changing agriculture from a traditional physical occupation into a professionally managed business with a clear market orientation. This paradigm shift demonstrates that with the right approach, the agricultural sector can become an attractive and profitable field for the younger generation, thereby opening up opportunities for sustainable farmer regeneration.

Several previous studies have examined the phenomenon of young farmers and agricultural entrepreneurship from various perspectives. Harniati and Anwarudin (2018) studied the interests and actions of young farmers as agribusiness entrepreneurs in Cianjur Regency, West Java, and identified factors that influence their involvement in agribusiness activities. Mukti et al. (2022) examined the influence of self-efficacy on entrepreneurial behavior among young horticultural farmers in West Java and showed how self-efficacy affects young farmers' involvement in agribusiness ventures. Although these studies make important contributions, there is still a gap in understanding the role of direct experience as a communication process in shaping the entrepreneurial identity of young farmers. Research that specifically examines the communication dimension in agricultural entrepreneurial experience is still limited, even though this aspect is very important for understanding how young farmers build self-confidence and commitment to their profession.

In the context of development communication, agricultural entrepreneurship is understood not only as an economic activity but also as a process of social communication and transformative learning (Kahan, 2012). Communication in agricultural entrepreneurship serves to instill values, shape perceptions, and build knowledge networks that support business development. One of the most effective forms of communication in this context is firsthand experience, namely the actual involvement of individuals in agricultural entrepreneurship activities. This direct experience not only provides technical

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knowledge about cultivation, processing, and marketing, but also shapes the identity and confidence of entrepreneurs who are capable of overcoming various challenges.

The Experiential Learning theory developed by Kolb (1984) explains that knowledge is acquired through a cycle of concrete experience, observant reflection, abstract conceptualization, and active experimentation. In the context of agricultural entrepreneurship, this experience not only serves as a means of technical learning but also as a communication process involving interaction between individuals and themselves (intrapersonal communication) and their social environment (interpersonal communication). This communication process forms a deeper understanding of the reality of agricultural businesses and strengthens the commitment to continue developing. Previous research shows that young farmers' direct experience in agricultural entrepreneurship begins with a process of learning by doing, rather than with capital readiness or perfect knowledge (Harniati & Anwarudin, 2018).

Empirical findings show that many young farmers start their agribusiness ventures on a small scale, often continuing the family business or utilizing limited land, while gradually building confidence as entrepreneurs. Early failures such as crop losses, marketing mistakes, or price fluctuations are seen as part of the business learning process, not as a reason to quit (Harniati & Anwarudin, 2018). This positive attitude toward failure reflects mental maturity and a long-term orientation in agricultural business development. Yunandar's (2019) research in Indonesia confirms that the Young Agricultural Entrepreneurship Development Program (PWMP) serves as a forum for learning effective communication through real-life experiences, which fosters self-confidence and a positive attitude toward agriculture.

Research in a global context also confirms the importance of practical experience in fostering entrepreneurial intent among young people in the agricultural sector. Zickafoose and Wingenbach (2023) show that practical experience provides direct exposure to challenges and opportunities in the field, which in turn shapes realistic perceptions and increases entrepreneurial motivation. This experience is a highly effective medium of communication because it engages all the senses and emotions, resulting in deeper and more meaningful learning. In today's digital age, hands-on experience remains a crucial element that cannot be fully replaced by theoretical or virtual learning, especially in the context of agriculture, which is highly dependent on field practice.

Based on previous studies and the importance of direct experience in the context of development communication, this article aims to describe how direct personal experience functions as a communication process in young generation agricultural entrepreneurship. This article also presents a conceptual model that explains the relationship between experience, communication, and the formation of entrepreneurial identity among young farmers. This research is expected to contribute theoretically to enriching the literature on development communication, particularly regarding the role of direct experience as a medium of communication in agricultural entrepreneurship. Practically, this research is expected to provide input for policymakers and practitioners in designing more effective agricultural entrepreneurship development programs that emphasize experience-based learning.

2. Research Elaboration

This study uses the systematic literature review (SLR) method to comprehensively examine the relationship between direct personal experience, communication processes, and the formation of

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entrepreneurial behavior among young people in the agricultural sector. This method was chosen because it provides a comprehensive overview of scientific knowledge development, while also identifying conceptual gaps and future research directions (Snyder, 2019; Tranfield et al., 2003). The systematic review approach differs from a standard narrative literature review in that it is more structured, transparent, and replicable (Kitchenham, 2004). The research procedure was conducted through several systematic stages to ensure the validity and credibility of the literature synthesis results.

2.1. Sources and Strategies for Literature Search

The first step is to identify literature sources through systematic searches of reputable international scientific databases such as Scopus, ScienceDirect, SpringerLink, Taylor & Francis, and Wiley Online Library, as well as several Sinta-accredited national journals. The publication period was limited from 2019 to 2025 to ensure the relevance and novelty of the study with the latest developments in youth agricultural entrepreneurship. The keywords used in the search included a combination of the terms "agricultural entrepreneurship," "youth farmer," "experiential learning," "entrepreneurial communication," and "agropreneurship." The initial search yielded 342 articles from various databases, which were then processed through several stages of screening in accordance with the PRISMA protocol.

2.2. Inclusion and Exclusion Criteria

The second stage is literature selection based on predetermined inclusion and exclusion criteria. Selected articles must meet three main criteria, namely: (1) relevant to the themes of experiential learning, entrepreneurial communication, or youth participation in agriculture; (2) use an empirical or theoretical approach that can support the analysis of communication and entrepreneurial learning; and (3) be published in an academically recognized scientific journal with a peer-review system. Exclusion criteria include opinion articles without empirical basis, conference documents (proceedings), book chapters (book chapters), article reviews, editorials, brief notes, and research that is not directly related to agricultural entrepreneurship or experiential learning.

2.3. Screening and Selection Procedures

The screening process began with the removal of duplicate articles, resulting in 298 unique articles. These articles were then filtered based on document type, removing 44 articles consisting of proceedings (45 articles), book chapters (28 articles), reviews (15 articles), editorials (8 articles), and brief notes (4 articles), leaving 254 articles. The next stage was filtering based on the relevance of the title and abstract to the research theme, which resulted in 124 articles. Articles that were not relevant to the themes of experiential learning, entrepreneurial communication, or youth entrepreneurship in the context of agriculture were excluded at this stage.

2.4. Feasibility and Quality Assessment

The next stage was a full-text assessment of the 124 articles that passed the initial screening stage. At this stage, 42 articles were excluded because they did not use empirical or theoretical approaches that supported the analysis of communication and entrepreneurial learning, did not undergo an adequate peer-review process, or did not focus on the agricultural context. The remaining articles were then assessed for methodological quality, and 20 articles were excluded because they had methodological

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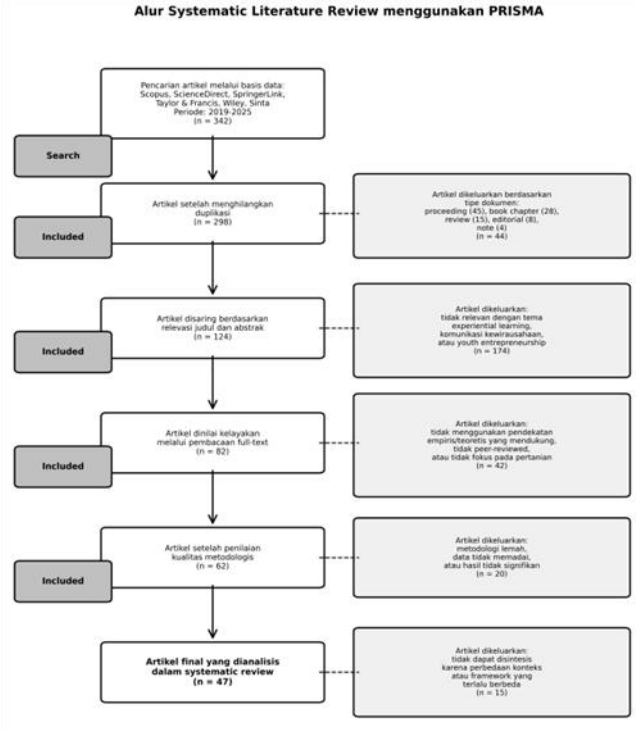

Figure 1. Information flow of a systematic literature review using PRISMA
Source: Researcher's analysis (2026)

weaknesses, insufficient data, or insignificant results. This quality assessment process resulted in 62 articles that met the methodological standards for further analysis.

2.5. Synthesis and Analysis

The final stage was the synthesis of articles that had passed the quality assessment. Of the 62 articles, 15 could not be synthesized due to significant contextual differences or the use of theoretical frameworks that were too different to be integrated. This process resulted in 47 final articles that were comprehensively analyzed in this study. The analysis was conducted using a thematic approach to identify patterns, themes, and connections between direct experiences, communication processes, and the formation of entrepreneurial attitudes. Figure 1 shows the complete flow of the systematic literature review process following the PRISMA protocol.

2.6. Theoretical Framework and Synthesis

The theoretical synthesis was conducted by integrating empirical findings from 47 articles with three relevant main theories. First, Kolb's (1984) Experiential Learning Theory, which explains that knowledge is formed through a cycle of concrete experience, observant reflection, abstract conceptualization, and active experimentation. Second, Ajzen's (1991) Theory of Planned Behavior emphasizes that attitudes, subjective norms, and perceptions of self-control influence entrepreneurial intentions and behavior. Third,

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Bandura's (1986) Theory of Social Learning highlights the role of observation, social interaction, and self-reflection in shaping individual behavior.

The final result of this literature synthesis is a conceptual model of transformational communication that explains the role of direct self-experience as a communication process that shapes the attitudes, self-efficacy, and entrepreneurial identity of the younger generation of farmers. Figure 1 illustrates the proposed Transformational Communication Model, which explains the mechanism though which direct agricultural experiences are transformed into entrepreneurial identity among young farmers.

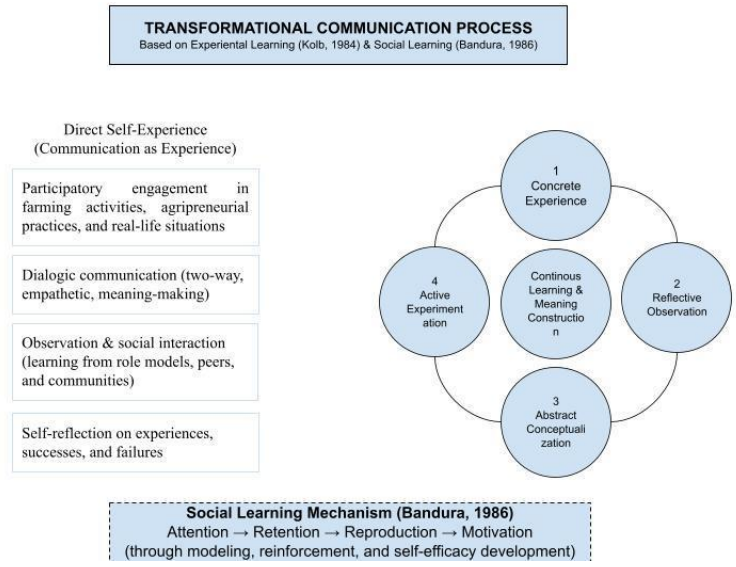

Figure 2. Transformational Communication Process
Source: Researcher's analysis (2026)

The model explains that direct self-experience through participatory and dialogic communication creates a learning cycle (Kolb) and is strengthened by social learning processes (Bandura). This shapes attitudes, subjective norms, and self-efficacy (TPB), which build entrepreneurial intention. Over time, this leads to internal transformation, positive attitudes, stronger self-efficacy, and entrepreneurial identity, resulting in entrepreneurial behavior and broader development impact.

This model was developed through theoretical triangulation from various disciplinary perspectives, including development communication, entrepreneurial psychology, and agricultural education. To ensure the validity and reliability of the synthesis results, the researchers conducted panel discussions with development communication experts and agricultural entrepreneurship development practitioners. To enhance the credibility of the conceptual model, a series of panel discussions was conducted between 2017 and 2025. The discussions involved agricultural students from IPB University and Bogor Agricultural Development Polytechnic (Polbangtan Bogor), representatives from the Ministry of Agriculture of Indonesia, and several young farmers from West Java Province. Participants were purposively selected based on their experience in agricultural education, entrepreneurship, extension services, and farming practice. The discussions focused on evaluating the relevance, coherence, and

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practical applicability of the conceptual model developed from the systematic literature review. Participants consistently emphasized that positive entrepreneurial attitudes among educated youth are shaped by three interrelated factors: personality development, access to reliable information, and direct self-experience in agricultural activities. They also highlighted that strengthening self-confidence, positive perceptions of agricultural entrepreneurship, and opportunities for experiential learning are essential strategies for fostering entrepreneurial intentions and sustained engagement in the agricultural sector. These insights were incorporated into the final conceptual model. Thus, the systematic literature review approach in this study not only served to compile previous findings but also became the basis for the development of a new theoretical framework relevant to the current context of agricultural entrepreneurship.

3. Results and Discussions

The main focus of this section is the results of an analysis of 47 articles in various databases that examine the relationship between direct personal experience, communication processes, and the formation of entrepreneurial behavior among young people in the agricultural sector. Information was obtained through thematic analysis of publication distribution, emerging themes, and theoretical synthesis of empirical findings. This section also explores important factors in direct experience that influence entrepreneurial communication, including intrapersonal and interpersonal dimensions, and their implications for the formation of agricultural entrepreneurial identity.

3.1. Topic Relevance for Future Research

The first research question aims to identify whether the exploration of direct self-experience as a communication process in young generation agricultural entrepreneurship remains significant for future research. Based on an analysis of 47 articles that have undergone a rigorous selection process, it is evident that this topic continues to experience significant development in academic literature during the 2019-2025 period. Publication trends show a consistent increase, especially after 2020, indicating growing researcher interest in the role of direct experience in shaping the entrepreneurial behavior of young farmers. This increase is in line with the global urgency to address the farmer regeneration crisis and attract the younger generation to the agricultural sector through more innovative and participatory approaches.

From a development communication perspective, this topic is increasingly relevant due to the paradigm shift from an instructive top-down approach to an experience-based participatory approach (Freire, 1970; Servaes, 1999). The literature shows that research on experiential learning in the context of agricultural entrepreneurship is still limited, especially that which explicitly examine the dimension of communication as a transformative process. Most previous studies have focused on the technical and economic aspects of agricultural entrepreneurship, while the dimension of communication—both intrapersonal and interpersonal—has received less attention. Therefore, further exploration of how direct experience functions as a medium of communication that shapes entrepreneurial attitudes, identities, and commitment is crucial for future research, especially in the context of Indonesia and other developing countries facing similar challenges.

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3.2. Distribution of Current Research

The second research question explores recent research allocation on the direct experiences, communication, and agricultural entrepreneurship of the younger generation. Geographical distribution analysis shows that research in this field is dominated by developing countries and developed countries with strong agricultural sectors. Countries such as Indonesia, India, Kenya, Uganda, Nigeria, and several Southeast Asian countries are the main contexts of the research, reflecting the urgency of the issue of farmer regeneration in these regions. Meanwhile, developed countries such as the United States, Australia, and several European countries also contribute with research that focuses more on technological innovation and experience-based learning models in agricultural education.

In terms of institutional affiliation, universities with strong agricultural and rural development programs were the main contributors, including universities in Indonesia such as Brawijaya University, IPB University, and Gadjah Mada University. Distribution based on publication sources shows that journals in the fields of sustainability, agricultural education, entrepreneurial psychology, and development communication are the main outlets for the dissemination of this research. Journals such as Sustainability, Journal of Agricultural Education and Extension, Frontiers in Psychology, and Journal of Entrepreneurship in Emerging Economies feature most of the articles in this corpus. These findings indicate that the topic of direct experience in youth agricultural entrepreneurship has attracted cross-disciplinary attention, enriching the analytical perspective from various theoretical angles.

3.3. Direct Personal Experience as a Communication Process

Direct personal experience in agricultural entrepreneurship among the younger generation shapes a transformative communication process, both intrapersonally and interpersonally. Kolb (1984) explains that entrepreneurial knowledge is not merely acquired through theoretical learning, but through a cycle of concrete experiences involving reflection, conceptualization, and active experimentation. In the context of young farmers, direct experiences such as managing small-scale agribusinesses, facing crop failures, or interacting with markets become a medium of communication that shapes a deep understanding of the realities of entrepreneurship. This process is in line with the findings of Harniati and Anwarudin (2018), which show that young farmers in Cianjur Regency started their agribusiness ventures through trial and error, rather than through capital readiness or perfect knowledge.

Direct personal experience not only serves as practical learning but also as a communication process in which meaning and knowledge are constructed through social interaction. Fazio and Zanna (1981) explain that direct experience produces stronger and more stable attitudes than indirect information, indicating that active involvement in agricultural entrepreneurship activities creates deeper commitment. Bullock and Richard (2025) emphasize that the communication of experiences among young entrepreneurial communities creates an inclusive communication ecosystem that strengthens social engagement and a sense of belonging to the agripreneur profession. This means that direct experience acts as a channel for social communication that shapes a new entrepreneurial culture among the younger generation, which in turn changes negative perceptions of the agricultural sector into more positive and prospective views.

3.4. Intrapersonal Communication and Identity Formation

Intrapersonal communication plays a crucial role in shaping the entrepreneurial identity of young farmers through reflection on their direct experiences. Bandura (1986) asserts that self-efficacy or self-confidence is formed through mastery experiences, in which individuals reflect on their successes and

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failures in running a business. Research by Mukti et al. (2022) proves that self-efficacy has a significant effect on the entrepreneurial behavior of young horticultural farmers in West Java, demonstrating how internal dialogue with oneself shapes entrepreneurial confidence. In this process, failures such as crop losses or price fluctuations are not seen as fatal obstacles, but rather as learning experiences that communicate resilience and adaptability to oneself (Harniati & Anwarudin, 2018).

Henning and Jammer (2022) show that youth participation in agriculture increases when they have personal experiences that strengthen their self-confidence and belief in their potential, indicating that effective intrapersonal communication mediates between experience and entrepreneurial behavior. Musa (2023) further explores the concept of entrepreneurial identity in young agripreneur programs, finding that entrepreneurial identity is formed through a continuous communication process between individual experiences, self-reflection, and social interactions that create narrative coherence about oneself as an agricultural entrepreneur. This intrapersonal communication becomes the foundation for the formation of a strong and sustainable entrepreneurial identity.

3.5. Interpersonal Communication and Social Learning

Direct personal experience in agricultural entrepreneurship also facilitates interpersonal communication that enriches the social learning of young farmers. Rogers (2003) explains that the diffusion of innovation in agricultural communities is highly dependent on interpersonal communication, where young farmers share experiences, knowledge, and strategies with fellow entrepreneurs or mentors. Nurlaela et al. (2020) found that young farmer groups in Yogyakarta utilize new media to share entrepreneurial experiences, which accelerates the process of collective learning and business network formation. Adeyanju et al. (2023) in their research in Africa confirmed that agripreneurship empowerment programs are effective in improving the skills of young farmers through interaction and exchange of experiences within the community.

In the context of social learning theory (Bandura, 1986), interpersonal communication becomes an important medium for the transfer of values, knowledge, and skills through observational learning and modeling. Programs such as the Young Agricultural Entrepreneurship Development Program (PWMP) in Indonesia prove that interactions between mentors, senior farmers, and young participants serve as effective learning communication in fostering self-confidence and positive attitudes towards agriculture (Yunandar, 2019). Lamm et al. (2021) in their research in Uganda showed that extension services based on experiential learning are more effective in helping young people find careers in agriculture because they facilitate dialogic communication between extension workers and young farmers that is participatory and empowering.

3.6. Conceptual Model of Transformational Communication

Based on a synthesis of the literature, this study proposes a conceptual model of transformational communication that describes how direct self-experience functions as a communication process that shapes the attitudes, self-efficacy, and entrepreneurial identity of the younger generation of farmers. This process consists of four main stages, namely input, communication process (interpersonal and intrapersonal), output, and outcome, which occur dynamically and influence each other in a continuous learning cycle (Kolb, 1984; Ajzen, 1991; Bandura, 1986). This model integrates the perspectives of experiential learning, social cognitive theory, and the theory of planned behavior to explain the mechanism of transformation from experience to entrepreneurial identity.

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The first stage is input, which refers to the direct involvement of young people in agricultural activities such as internships, training, business projects, or field practice. This concrete experience serves as a starting point for individuals to understand the dynamics of the agricultural sector in real terms and form concrete experience as a basis for learning. Research by Zickafoose and Wingenbach (2023) shows that youth involvement in agribusiness activities directly increases perceptions of competence, social responsibility, and entrepreneurial interest in agriculture. Chah and Okoronkwo (2024) conclude that practice-based agricultural entrepreneurship education can strengthen students' communication skills, self-reflection, and adaptive abilities to market changes.

The second stage is the communication process, which is the core of this model and takes place in two interrelated dimensions. In the interpersonal dimension, communication occurs through social interaction between participants and mentors, peers, and agricultural practitioners in the form of dialogue, guidance, and collaboration that facilitates the exchange of ideas, values, and experiences in the context of the practice community (Bullock & Richard, 2025). Through interpersonal communication, individuals gain social meaning, expand their entrepreneurial networks, and build confidence in their abilities. Meanwhile, on an intrapersonal level, communication takes place within individuals through reflection, self-evaluation, and the formation of meaning from experiences as a process of reflexive observation and abstract conceptualization (Kolb, 1984).

Both dimensions of communication produced output in the form of positive attitudes toward agricultural entrepreneurship, increased self-efficacy, and the formation of a strong entrepreneurial identity (Ajzen, 1991; Gunasinghe & Sachitra, 2022). The final stage is outcome, namely the emergence of a long-term commitment to the agricultural sector and the drive for continuous innovation as a manifestation of the entrepreneurial identity that has been formed. Henning and Jammer (2022) found that young people who have gone through the process of communication and reflection tend to have a higher social orientation and a sense of responsibility for sustainable agricultural development. Thus, this model confirms that direct personal experience is not only a technical learning process but also a transformative process of meaningful communication in shaping entrepreneurial identity.

3.7. The Role of Digital Technology in Experience Communication

The development of digital technology has opened up new dimensions in the process of communicating the direct experiences of young entrepreneurial farmers by expanding the reach and intensity of communication. Nurlaela et al. (2020) show that young farmer groups in Yogyakarta utilize new media to share best practices and entrepreneurial experiences, which expands the reach of interpersonal communication beyond geographical boundaries and creates supportive virtual communities. Unay-Gailhard and Brennen (2022) emphasize that digital communication contributes significantly to shaping young people's career paths by showcasing inspiring young farmer role models and success stories, which serve as vicarious learning and symbolic modeling. Digital platforms not only serve as a medium for information distribution, but also as a space for dialogue and the formation of communities of practice that strengthen the collective identity of young entrepreneurial farmers.

3.8. Theoretical and Practical Implications

The third research question explores the theoretical and practical implications of the future research perspective. Theoretically, this study contributes to expanding the development communication paradigm, particularly in the context of agriculture and youth entrepreneurship. The findings show that communication is not merely a process of information transfer, but rather a social process of meaning and value formation

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through direct experience. The resulting conceptual model enriches development communication theory by introducing an experiential, transformative communication approach. This approach places experience as the 'language' in development communication, where entrepreneurial values, ideas, and knowledge are not transferred unidirectionally, but are constructed through dialogue between individuals and their social environment (Bullock & Richard, 2025).

In practical terms, the results of this study provide a new direction for the development of empowerment programs for young farmers in Indonesia and other developing countries. Lamm et al. (2021) show that extension services based on experiential learning are more effective in helping young people find careers in agriculture than conventional instructional approaches. Chah and Okoronkwo (2024) emphasize that agricultural entrepreneurship education must integrate practical experience as a core component of the curriculum to maximize youth development. Programs such as the Young Agricultural Entrepreneurship Development Program (PWMP) developed by the Indonesian Ministry of Agriculture can serve as a concrete example of this approach, where participants who gain hands-on experience and communicative guidance experience significant improvements in self-confidence, positive attitudes toward agriculture, and entrepreneurial motivation (Yunandar, 2019).

Although direct personal experience has proven to be effective as a communication process in agricultural entrepreneurship, its implementation in Indonesia faces a number of structural challenges that need to be overcome through a systemic approach. Henning and Jammer (2022) explain that youth participation in agriculture is influenced by endogenous factors such as attitudes and self-efficacy, as well as exogenous factors such as access to capital, technology, and policy support. Therefore, the development of young generation agricultural entrepreneurship requires multi-level interventions that integrate direct experience as a communication process with the support of a conducive ecosystem, including infrastructure, financing, and pro-youth policies. A contextual and experience-based communication approach is key to fostering authentic and sustainable agricultural entrepreneurship.

4. Conclusions

This systematic literature review confirms that direct personal experience serves as a fundamental communication process in shaping young agricultural entrepreneurs. Analysis of 47 articles shows that direct experience does not merely transfer technical skills, but creates intrapersonal and interpersonal communication spaces that shape self-efficacy, change perceptions of agriculture, and build a strong entrepreneurial identity. The proposed conceptual model of transformational communication shows that experience, communication, and entrepreneurial identity form a mutually reinforcing cycle in encouraging youth participation in the agricultural sector as agents of change.

Theoretically, this study expands the development communication paradigm by introducing an experience-based transformative communication approach. The findings show that communication in the context of agricultural entrepreneurship is not only informative but also transformative through a process of reflection and meaning-making that involves cognitive, affective, and conative dimensions. The integration of the theories of Experiential Learning (Kolb, 1984), Social Cognitive Theory (Bandura, 1986), and Theory of Planned Behavior (Ajzen, 1991) in this conceptual model provides a comprehensive theoretical framework for understanding how direct experience functions as a medium of communication that shapes entrepreneurial identity.

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In practical terms, the results of this study imply the need to reorient youth farmer empowerment programs from an instructional approach to a participatory approach based on experience. Programs such as the Young Agricultural Entrepreneurship Development Program (PWMP) need to be designed by integrating communicative reflection, dialogic mentoring, and collective learning within communities of practice. The use of digital technology can expand the reach of experiential communication and build an inclusive agripreneurship ecosystem. Pro-youth policy support, including access to capital, technology, and infrastructure, is a prerequisite for the successful implementation of this approach.

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