

Muhammad Alif

060526_SUBMIT JURNAL KOMUNIKOLOGI_MELATI bahasa Inggris.docx

 Jurnal 2

 Muhammad Alif

 Lambung Mangkurat University

Document Details

Submission ID

trn:oid::1:3561639136

Submission Date

May 6, 2026, 8:34 PM GMT+7

Download Date

May 6, 2026, 8:37 PM GMT+7

File Name

060526_SUBMIT_JURNAL_KOMUNIKOLOGI_MELATI_bahasa_Inggris.docx

File Size

116.8 KB

15 Pages

5,475 Words

34,666 Characters

7% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

-  **20 Not Cited or Quoted 7%**
Matches with neither in-text citation nor quotation marks
-  **2 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 7%  Internet sources
- 4%  Publications
- 4%  Submitted works (Student Papers)

Match Groups

- 20 Not Cited or Quoted 7%**
Matches with neither in-text citation nor quotation marks
- 2 Missing Quotations 0%**
Matches that are still very similar to source material
- 0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 7% Internet sources
- 4% Publications
- 4% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Student papers		
	Universitas Tidar		4%
2	Internet		
	proceeding.pancabudi.ac.id		<1%
3	Internet		
	jurnal.unigal.ac.id		<1%
4	Internet		
	kpfu.ru		<1%
5	Internet		
	wtamu-ir.tdl.org		<1%
6	Student papers		
	UINFAS Bengkulu		<1%
7	Internet		
	repository.chuka.ac.ke		<1%
8	Internet		
	stmlportal.net		<1%
9	Publication		
	Rika Amelia Pulungan, Icol Dianto. "Leadership Communication Strategy of Regio...		<1%
10	Internet		
	philpapers.org		<1%

11	Internet	cisdi.org	<1%
12	Internet	eprajournals.com	<1%
13	Internet	keep-dev.lib.asu.edu	<1%
14	Internet	repository.up.ac.za:8080	<1%
15	Publication	Sigita Kamašauskė. "Ephemeral content as an instrument to convey identity val...	<1%
16	Publication	Steven Brown, Robert Lent. "Career Development and Counseling", Wiley, 2020	<1%

Experiential Communication as a Meaning Process in Shaping Agricultural Career Interest among Generation Z : A Cross-Educational Perspective

Nurmelati Septiana¹, Luthfi Fatah²

¹²Departement of Agribusiness, Universitas Lambung Mangkurat, Indonesia
(email: nurmelati.septiana@ulm.ac.id)

Abstrak

Penelitian ini menganalisis *experiential communication* sebagai proses pembentukan makna (*meaning-making*) dalam memengaruhi minat karier pertanian pada Generasi Z melalui pendekatan lintas jenjang pendidikan. Penelitian menggunakan desain *mixed-methods explanatory sequential*, dengan data kuantitatif dari 136 siswa SMK Pertanian Banjarbaru dan data kualitatif melalui diskusi kelompok terarah (FGD) dengan mahasiswa agribisnis ULM. Hasil penelitian menunjukkan bahwa minat karier berada pada kategori sangat tinggi, dengan dominasi dimensi afektif dan konatif dibandingkan kognitif, yang mengindikasikan bahwa minat lebih banyak dibentuk oleh pengalaman dan keterlibatan emosional daripada pemahaman konseptual. Tingkat motivasi siswa juga sangat tinggi, ditandai oleh kombinasi motivasi intrinsik dan ekstrinsik yang mencerminkan proses internalisasi yang sedang berlangsung. Temuan kualitatif menegaskan bahwa *experiential communication* berfungsi sebagai mekanisme komunikasi transformasional yang mampu mengurangi stereotip negatif serta membentuk pemahaman baru mengenai potensi sektor pertanian. Dengan demikian, penelitian ini menegaskan bahwa *experiential communication* merupakan proses pembentukan makna yang berperan penting dalam membentuk orientasi karier Generasi Z di sektor pertanian.

Keywords: *Experiential communication; pembentukan makna; minat karier; Generasi Z; komunikasi pertanian*

Abstract

This study analyzes *experiential communication* as a meaning-making process in influencing agricultural career interest in Generation Z through a cross-level education approach. The study used a *mixed-methods explanatory sequential design*, with quantitative data from 136 students of SMK Pertanian Banjarbaru and qualitative data through a directed group discussion (FGD) with ULM agribusiness students. The results showed that career interests were in the very high category, with the dominance of affective and conative dimensions over cognitive, indicating that interests were more shaped by experience and emotional involvement than conceptual understanding. The level of student motivation is also very high, characterized by a combination of intrinsic and extrinsic motivation that reflects the ongoing internalization process. Qualitative findings confirm that *experiential communication* functions as a transformational communication mechanism that is able to reduce negative stereotypes and form a new understanding of the potential of the agricultural sector. Thus, this study emphasizes that *experiential communication* is a process of forming meaning that plays an important role in shaping the career orientation of Generation Z in the agricultural sector.

Keywords: *Experiential communication; meaning formation; career interests; Generation Z; agricultural communication*

Introduction

Although the agricultural sector has a strategic role as the main pillar of national food security and the source of livelihood for millions of Indonesians, in the modern era today it must be faced with contradictory conditions, where this sector is increasingly abandoned by the younger generation, especially Generation Z. This phenomenon is not only an economic or demographic problem, but fundamentally it is also a communication problem. The challenges of the communication process are faced how messages regarding the value, potential,

usefulness and sustainability of agriculture are communicated and received by the generation that grows up in the digital ecosystem.

The young generation that falls into the category of Generation Z, which is a group born in the range of 1997 to 2012, shows communication patterns and decision-making mechanisms that are fundamentally different from previous generations (Baker et al., 2012). From the perspective of communication science, this issue is not only related to the availability of opportunities, but also to how the meaning of agriculture is constructed, distributed and internalized by the younger generation. Generation Z grew up as *digital natives* who are familiar with the flow of social media-based information, intensely exposed to the construction of narratives regarding the attractiveness of careers in the technology, creative industries and service sectors. This condition forms a tendency to formulate career preferences that are more based on social perception and professional image (Francis & Hoefel, 2018; Seemiller & Grace, 2018). In such a situation, the agricultural sector is often caught up in the construction of unprofitable meanings, seen as jobs with a low level of prestige, high risk and minimal innovation.

This problem shows that the crisis of farmer regeneration is basically a communication crisis, especially in the process of meaning making for the agricultural profession. Meaning is not formed passively, but rather through the interaction between experience, information and social context. Therefore, understanding how the meaning of agricultural careers is formed is key in explaining **the low interest of the younger generation.**

From **the** perspective of communication science, this phenomenon can be examined through *the experiential communication* approach, which is a condition that places direct experience as the most effective medium of communication in shaping attitudes, perceptions and behaviors (Kolb, 1984; Pine & Gilmore, 2011). In contrast to conventional communication patterns that tend to be one-way and rely on verbal delivery, this approach places the individual as an active subject involved in the process of constructing meaning. Activities such as field trips, internship programs, agricultural practices, and interactions not only convey information, but allow individuals to actively experience, interpret and construct meaning. Thus, experience is not just a learning tool, but serves as a communication process that shapes perceptions and career orientation.

A number of previous studies have examined aspects related to this issue. Study De Guzman et al. (2025) It was found that direct involvement in agricultural activities from an early age plays a significant role in shaping interest as well as career identity in the agricultural sector. Furthermore, the research Sigmon, (2014) revealed that field visits to the agricultural environment had a positive influence on changing participants' perceptions of the urgency of

the agricultural sector, which was marked by a significant increase in understanding and awareness of agriculture. Nevertheless, most research still places experience as a pedagogical variable, rather than as a communication process that mediates the construction of meaning. In addition, studies on how experiential communication works as a meaning-making mechanism, especially in the context of cross-level education, are still relatively limited.

This research fills this gap by examining experiential communication as a communication process that shapes and transforms the meaning of agricultural careers in Generation Z. A cross-educational approach is used to understand this dynamic in a more comprehensive way, by involving Agricultural Vocational School students as a representation of the early stages of interest formation, as well as agribusiness students as a representation of the advanced stage in the process of career meaning.

Based on these research gaps, this study formulates several main questions, namely:

1. How is the profile of agricultural career interests of Generation Z reviewed from the affective, cognitive and conative dimensions in the perspective of communication?
2. How does *experiential communication* work as a communication process in shaping and transforming the meaning and interests of agricultural careers?
3. Through what communication mechanism does experiential communication mediate the construction of meaning, motivation and career orientation?
4. Why is there a gap between interests and career decisions from a communication perspective?

This research offers a new contribution by repositioning experiential communication not just as a pedagogical approach, but as the main communication mechanism in the process of meaning making the formation of career interests. Different from previous studies that tend to emphasize motivational or structural factors, this study uncovers communicative mechanisms that explain how direct experience shapes, mediates and limits the translation of interests into career decisions. In addition, the study developed a communication model that explains the relationship between experience, the construction of meaning and career decisions in the context of agriculture.

Literature Review

1. Experiential Communication as Meaning-Making Process

In the development of contemporary communication studies, attention is no longer only focused on how messages are conveyed, but also on how meaning is formed (meaning-making) through the process of communication. This perspective places communication not just as the transmission of information, but as an interpretative process in which

individuals actively construct reality based on their experiences, interactions and social contexts.

The concept of meaning-making emphasizes that meaning is not inherent in the message, but is produced through the process of reflection and interpretation of the individual experience he or she has. In situations where individuals face new experiences that differ from previous assumptions, there is a process of transformation of meaning that drives a change in perspective and orientation of action (Ignelzi, 2000). Thus, communication becomes a dynamic process that involves the interaction between empirical experience and the cognitive structure of individuals.

In this context, experiential communication can be understood as a form of communication that directly facilitates the meaning-making process through concrete experiences. Experiential communication is rooted in the tradition of experiential learning theory developed by Kolb (1984), yang Describe the learning cycle through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

From a communication perspective, the cycle not only describes the learning process, but also explains how messages are produced, interpreted and internalized through experience. Direct experience allows individuals to relate information to a real context, resulting in a stronger meaning than symbol-based or representation-based communication. Studies in reputable journals show that the integration of experience and reflection within the experiential learning framework significantly improves the deep learning and interpretive abilities of individuals (Villarroel Henríquez et al., 2025).

Furthermore, experiential communication has the characteristics of high credibility communication, because the meaning formed comes from empirical experience, not just mediated information. In this case, experience serves as a form of communication that bridges the gap between social representation and actual reality. Individuals not only receive messages, but also experience and test the validity of those messages through direct interaction with the environment (Morris, 2020).

This approach is in line with the shift in the communication paradigm from a transmission model to meaning-centered communication. In the context of learning, this process relates to the concept of cognitive presence, which is the individual's ability to construct and confirm meaning through reflection and interaction. Research Garrison et al. (2010) It shows that learning that involves experiential and active reflection significantly improves the quality of meaning construction compared to the passive approach. Thus, experience serves not only as a source of information, but as a medium of communication that allows for the validation and reconstruction of meaning on an ongoing basis.

In the context of interest formation and career orientation, experiential communication plays a strategic role because it is able to integrate cognitive, affective and conative dimensions in one complete communication process. Direct experience not only provides information about a profession, but also shapes emotional perceptions, strengthens beliefs, and influences action tendencies. Findings of the research results Lent & Brown (2020) It shows that experience plays an important role in shaping outcome expectations and career meanings that influence individual career decision-making. Thus, experiential communication not only conveys information about the career, but serves as a communication mechanism that shapes the meaning of the career itself.

2. Career Interests: Affective, Cognitive and Conative Dimensions

Career interests in the study of communication and educational psychology are understood as multidimensional constructs consisting of affective components (feelings of like/dislike), cognitive (knowledge and belief), and conative (tendency to act). This framework has long been used in vocational interest research and has proven effective in comprehensively measuring adolescent career orientation.

Social Cognitive Career Theory (SCCT) developed by Lent et al., (1994) is one of the most widely used theoretical frameworks in career interest research. This theory emphasizes the role of self-efficacy, outcome expectations and personal goals in shaping career interests. In the context of agriculture, experiential communication through vicarious learning and direct mastery experiences, can directly increase self-efficacy and positive outcome expectations. Lent & Brown, (2020) Develop this theory further by proposing an integrative model of career decision-making that combines intuitive and deliberative processes, a model that is relevant to understanding why interests do not always convert into career commitments.

In the context of agriculture in Indonesia, Awaludin et al., (2024) found that family, environmental, personality, motivation and experience of farming simultaneously had a positive and significant effect on the interest of Generation Z to work in the agricultural sector in Kabupaten Bima. Juniasih et al. (2025) confirms that negative perceptions of the farming profession are the biggest cognitive barriers that hinder the formation of strong interest in agricultural careers among Indonesian youth.

3. Generation Z and Agricultural Career Orientation

Generation Z has the characteristics of distinctive career choices, oriented towards meaning and Social impact, economic pragmatism and decision-making that relies on digital information (Seemiller & Grace, 2019). Dimock (2019) defines Generation Z as a cohort born between 1997-2012, characterized by early exposure to digital technologies that

fundamentally shape their communication preferences and information consumption.

In the context of agriculture, De Guzman et al. (2025) research in Australia found that when younger generations are comprehensively informed about modern agriculture, they can view the sector with a sense of passion, pride and purpose, a fundamental shift in perception from the original stereotypes. These findings confirm the importance of designing communication and educational programs that are able to bridge the information gap about modern agriculture.

Consentino et al. (2023) systematic review concluded that there are four determinant clusters that influence the perception and choice of agricultural careers among the younger generation, namely: motivational factors, intrinsic factors, family and community influence, economic conditions and policies, and the image and representation of the agricultural profession in the media. This cross-country research confirms that the issue of agricultural career interest among the younger generation is a global phenomenon that requires a structured and evidence-based communication approach.

Girdziute et al. (2022) in their comparative study in Lithuania found that the unwillingness of young people to work in the agricultural sector is caused not only by economic factors, but also by social constructions about prestige and professional identity. These findings are in line with Geza et al. (2021) which identifies that the low participation of youth in agriculture in Africa is also influenced by social perceptions constructed through everyday communication environments, including media and interactions with communities.

4. Agricultural Communication and Vocational Education

Agricultural Vocational High School (SMK) has a strategic role as an institution that not only transfers technical knowledge, but also shapes the identity and career orientation of students. Within the framework of agricultural communication, a curriculum that integrates theoretical learning with field practice is a form of institutional experiential communication that can significantly affect students' interest and motivation.

Shaw et al., (2015) emphasizing that progress in the field of agricultural communication requires the active involvement of the audience in the communication process, not just the receipt of one-way messages. In this case, the field practice program, internship and teaching factory at the Agricultural Vocational School is a concrete implementation of this principle, where students are conditioned to become active participants in the process of their own interpretation of agriculture. Unay-Gailhard & Brennen (2022) further identify three effective communication channels in shaping agricultural career choices, namely: (1) emphasis on sustainable agriculture trends that are aligned with the value of self-fulfillment of the younger generation; (2) the spotlight on agricultural technology innovation; and (3)

communication campaigns targeted at specific demographic groups.

Methods

This study uses a *mixed methods* approach with an explanatory sequential cross educational *design*. This approach integrates quantitative and qualitative data sequentially, where quantitative data is used to identify patterns of interest and motivation, while qualitative data serves to explain the mechanisms underlying the findings. The *cross-educational dimension* refers to the involvement of two levels of education, namely Agricultural Vocational School students and ULM agribusiness students.

Quantitative data was collected from 136 students of Agricultural Vocational Schools in Banjarbaru City who were selected using a *simple random sampling technique*. The research instrument is in the form of a five-point Likert scale questionnaire that measures the dimensions of interest (affective, cognitive, conative) and motivation (intrinsic, extrinsic). The validity of the construct was tested using *Confirmatory Factor Analysis* with a loading factor of > 0.60 and an adequate model feasibility index ($CFI > 0.90$; $RMSEA < 0.08$), while instrument reliability showed Cronbach's Alpha value > 0.80 . Qualitative data was obtained through a *Focus Group Discussion* (FGD), involving 32 ULM agribusiness students who were selected by *purposive sampling* with the criteria of having participated in field visit activities.

Quantitative data analysis was carried out descriptively (*mean* and percentage) using the score index, while qualitative analysis used a thematic approach. Data integration is carried out at the interpretation stage by linking quantitative results and qualitative findings to gain a more comprehensive understanding of the role of *experiential communication* in transforming agricultural career interests.

Results

1. Agricultural Career Interest Profile of Vocational School Students

Descriptive analysis of quantitative data obtained from 136 respondents provides a comprehensive picture of the profile of career interest in agriculture in agricultural vocational schools in Banjarbaru. In general, the average career interest score is in the high category (80.74%), which indicates that most students show a strong enough interest in career options in the agricultural sector. The distribution of interest by dimension is shown in Table 1.

Table 1.**Distribution of Agricultural Career Interest Dimension**

No.	Dimensions	Percentage (%)	Category
1.	Affective	86,19%	Very High
2.	Conatif	84,71%	Height
3.	Cognitive	71,32%	Medium
Overall Average		80,74%	Height

Source: Primary data processing (2025)

The results showed that the affective dimension had the highest value, followed by the contive dimension, while the cognitive dimension was in the medium category.

2. Agricultural Career Motivation Profile of Vocational School Students

Analysis of the motivation dimension shows that in general, the level of student motivation for careers in the agricultural sector is in the very high category with an average of 83.67%. The distribution of motivation is presented in Table 2.

Table 2.**Distribution of Dimensions of Agricultural Career Motivation for Agricultural Vocational School Students**

No.	Dimensions	Percentage (%)	Category
1.	Extrinsic	85,07%	Very High
2.	Intrinsic	82,26 %	Very High
Overall Average		83,67%	Very High

Source: Primary data processing (2025)

These results show that most respondents have a strong drive to consider the agricultural sector as a career choice, both from internal and external factors. High intrinsic motivation is reflected in personal interest in agricultural activities, a sense of likeness, and a desire to be involved in activities related to the sector. Meanwhile, high extrinsic motivation shows the influence of external factors such as environmental support, economic opportunities, and perception of career prospects in agriculture.

In general, the combination of both high extrinsic and intrinsic motivation dimensions suggests that students have a relatively strong and diverse motivation to consider a career in the agricultural sector, both from the environment and from within the individual.

3. Qualitative Findings: Experiential Communication Experience

Table 3.
Summary of Qualitative Findings from the FGD

No.	Theme Findings	Short Description
1.	Changing perceptions of agriculture	Agriculture is understood as a modern and technology-based sector
2.	Increased understanding of economic opportunities	Students understand the potential for profit through the agribusiness model
3.	The role of role models of young farmers	The presence of young farmers increases interest in agricultural careers
4.	Interest gap and career outcomes	Interest is not always followed by decisions due to external factors

Source: Primary data processing (2025)

The results of the Focus Group Discussion (FGD) show that experiential communication experiences contribute to changes in students' perceptions and career interests in the agricultural sector. In general, first-hand experience provides a new understanding of the characteristics of the agricultural sector, both in terms of technology and economic opportunities. In addition, interaction with agricultural business actors, especially young farmers, also affects students' interest in careers in this field. However, the findings also show that there is a gap between the interests formed and the career decisions taken, which are influenced by a variety of external factors.

Discussion

This study places experiential communication as an analytical framework to explain how agricultural career interests in Generation Z are formed and developed through the process of experiential communication. In contrast to previous studies that tend to view career interests as a static and individual psychological construct, this study shows that interests are the result of a dynamic meaning-making process, in which direct experience serves as a medium of communication that shapes perceptions, attitudes and behavioral tendencies.

In addition, this study repositions experiential learning from just a pedagogical approach to a communication mechanism that has high persuasive power. Through a cross-level approach to education, the findings of this study also confirm that career interest develops evolutionarily through the accumulation of communication experience, from the initial interest stage to the formation of career commitment. Thus, this study expands the understanding that the problem of the low interest of the younger generation in the agricultural sector is not only related to economic or structural factors, but also to how the sector is communicated and interpreted by the younger generation.

1. Experiential Communication as a Meaning-Making Process of Interest in the Formation of Career Interests

The results of the study show that the formation of agricultural career interests is not only the result of knowledge, but is a meaning-making process influenced by experience. The dominance of affective and conative dimensions over cognitive dimensions suggests that the initial meanings about agriculture were formed through emotional experience and direct involvement rather than structured conceptual understanding.

This pattern reflects the typical characteristics of Generation Z who are more responsive to emotional experiences than abstract factual information. In line with the findings Juniasih et al. (2025) which identifies that cognitive barriers, in the form of limited knowledge about modern agricultural opportunities, are one of the biggest factors limiting the development of agricultural career interest among Indonesian youth. From a communication perspective, this condition reflects the dominance of experiential message processing compared to analytical message processing.

Theoretically, this can be explained through the dual process theory approach in persuasive communication, where direct experience tends to be processed through affective pathways that are faster and have a strong impact on attitudes (Petty & Cacioppo, 1986). In the context of agriculture, field experience serves as a high impact message, because the message is not only conveyed but experienced.

This condition reinforces the argument that agricultural communication that has been happening so far tends to be informative and technical has not been fully effective in building a strong knowledge structure. The low cognitive dimension compared to the affective and conative dimensions reflects the information gap in the agricultural communication system, namely the imbalance between experienced experience and conceptually structured knowledge.

Meanwhile, the high conative dimension shows that the message received does not stop at the level of perception, but has been internalized into a tendency to cause action. From the perspective of persuasive communication, this indicates that experiential communication has the capacity not only to form attitude formation, but also to encourage behavioral intention. Thus, direct experience functions as a form of communication with a high level of message credibility and experiential validity.

2. Internalizing Meaning and Forming Motivation in a Communication Perspective

The high level of student motivation shows that the meaning formed through experience has entered the internalization stage. In this context, motivation is not only understood as a psychological impulse, but as the result of a communication process that involves the interaction between personal experiences and social narratives.

The Self-Determination Theory framework explains that meaningful experiences can

encourage the transformation of external motivation into intrinsic motivation through the process of internalizing values (Ryan & Deci, 2020). In this study, the dominance of extrinsic motivation which is still followed by high intrinsic motivation shows that the internalization process is ongoing, but not yet fully optimal.

In addition, recent research in the context of agricultural education shows that experiential learning contributes to increasing engagement, competence and positive attitudes towards agricultural activities, which in turn strengthens the motivation of individuals to consider a career in the sector. This confirms that experience not only shapes perceptions, but also strengthens psychological commitment to career choices.

In the context of experiential communication, experience acts as a medium of communication that allows individuals to validate external messages through the reality experienced. When the experience is aligned with the social narrative about the opportunities and potential of agriculture, there is a strengthening of meaning that encourages the internalization of motivation. Thus, motivation can be understood as a product of the communication process that mediates the transformation of meaning from external to internal.

3. Transformation of Meaning through Experiential Communication

a. Disruption of Perception and Reconstruction of Meaning

The results of the qualitative findings show that direct experience is able to disrupt negative stereotypes about agriculture and replace them with more positive perceptions. In the perspective of communication, this process can be described as *frame transformation*, where experience functions as a *counter-frame* that replaces social representations that were previously formed through media and social environments.

Research by Unay-Gailhard & Brennen (2022) revealed that the perception of the younger generation towards agricultural careers is greatly influenced by the representation of communication they receive, both through the media and social interactions. Therefore, direct experience becomes an effective communication strategy to reconstruct meaning and change previously formed perceptions.

b. Reality Reconstruction: From Mediated Reality to Experienced Reality

The change in perception of the economic potential of agriculture shows a shift from *mediated reality* to *experienced reality*. In the context of communication, this suggests that meaning is no longer formed solely through symbolic representations, but through direct experiences that have a higher level of credibility.

These findings are in line with research Lent & Brown (2020), which shows that direct experience plays a role in shaping outcome expectations that influence career decisions. Thus, experiential communication not only conveys information, but also validates meaning through

empirical experience.

c. Social Identification and Career Identity Formation

Direct interaction with young farmers shows that experiential communication works through *identification-based communication* mechanisms. Role models serve as symbolic communicators that represent possible future identities that individuals can achieve.

Within the *framework of Social Cognitive Career Theory*, direct experience and observation of relevant figures play a role in shaping career identities and expectations of outcomes (Lent & Brown, 2020). The proximity of identity between individuals and role models increases the effectiveness of communication because it reduces psychological distance, thereby strengthening the process of forming career meaning.

d. Interest and Decision Gap : Narrative Gap in Career Communication

Although experiential communication is successful in shaping meaning and increasing interest, the results show that there is a gap between interests and career decisions. From a communication perspective, this phenomenon can be explained as *a narrative gap*, which is the absence of a narrative that is able to bridge the meaning that has been formed with real actions.

Factors such as social pressure, limited access to resources, and unclear career paths suggest that the communication process does not stop at the stage of meaning-formation. As explained by Lent & Brown (2020), Career decisions are influenced by contextual factors that mediate the relationship between interests and actions. This suggests that experiential communication needs to be supported by a broader communication system, including a clear career narrative and institutional support.

4. Experiential Communication Model as a Meaning-Making Process

Based on the integration of findings, experiential communication can be understood as a layered communication system consisting of three main stages, namely:

1. Meaning Construction

Direct experience shapes and reconstructs meaning through the disruption of perception.

2. Meaning Internalization

The meaning formed is internalized through reflection and validation of experiences, which affect the motivation and identity of the individual.

3. Meaning Translation Constraint

The transformation of meaning into action is influenced by structural factors and narrative limitations.

This model emphasizes that experiential communication is the main communication mechanism that connects experiences, meaning-making, and career orientation. However, its effectiveness is limited to the stage of construction and internalization of meaning, so broader communication system support is needed to bridge the gap between interests and career decisions.

Conclusion

This study shows that agricultural career interest in Generation Z is the result of an experiential communication process, not solely the result of cognitive knowledge. The dominance of affective and conative dimensions indicates that the meaning of agriculture is formed more through emotional involvement and direct experience. In this context, experiential communication plays a key role in shaping and transforming perceptions and career orientations.

Furthermore, the process takes place through communication mechanisms that involve the construction of meaning, perception transformation, and social identification. However, this study also shows limitations in translating established meanings into real career decisions, influenced by contextual factors and a lack of clear narrative support.

Conceptually, this study emphasizes that experiential communication is a layered communication system that includes the process of construction, internalization, and the limitations of meaning translation in career formation. These findings expand the study of communication by placing experience as the main mechanism in the formation of career orientation.

Based on these findings, this study recommends several things. First, educational institutions need to systematically integrate experiential communication in the curriculum through continuous and reflective field practice programs. Second, it is necessary to strengthen a clearer and more contextual narrative of agricultural career communication, including through the use of role models and digital media that are relevant to Generation Z. Third, agricultural sector development policies need to be supported by the provision of access to resources, such as capital, training, and business networks, in order to bridge the gap between interests and career decisions. Fourth, further research is recommended to longitudinally examine the process of translation of meaning into career decisions in various regional contexts and social backgrounds.

References

- Awaludin, M., Maryam, S., & Fadliyanti, L. (2024). Analysis of the Determining Factors of Generation Z's Interest in Working in the Agricultural Sector in Bima Regency. *Jurnal Social Economic of Agriculture*, 13(1), 44. <https://doi.org/10.26418/jsea.v13i1.79056>
- Baker, M. A., Robinson, J. S., & Kolb, D. A. (2012). Aligning Kolb's Experiential Learning Theory with a Comprehensive Agricultural Education Model. *Journal of Agricultural Education*, 53(4), 1–16. <https://doi.org/10.5032/jae.2012.04001>
- Consentino, F., Vindigni, G., Spina, D., Monaco, C., & Peri, I. (2023). An Agricultural Career through the Lens of Young People. *Sustainability*, 15(14), 11148. <https://doi.org/10.3390/su151411148>
- De Guzman, L., Sullivan, M., & McDonald, N. (2025). Cultivating careers in agriculture: Exploring the life experiences, career motivations, and vocational identity of young Australians. *Australian Journal of Career Development*, 34(1), 81–93. <https://doi.org/10.1177/10384162251326167>
- Dimock, M. (2019). *Defining Generations: Where Millennials End and Generation Z Begins*. <https://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins>
- Garrison, D. R., Cleveland-Innes, M., & Fung, T. S. (2010). Exploring causal relationships among teaching, cognitive and social presence: Student perceptions of the community of inquiry framework. *The Internet and Higher Education*, 13(1–2), 31–36. <https://doi.org/10.1016/j.iheduc.2009.10.002>
- Geza, W., Ngidi, M., Ojo, T., Adetoro, A. A., Slotow, R., & Mabhaudhi, T. (2021). Youth Participation in Agriculture: A Scoping Review. *Sustainability*, 13(16), 9120. <https://doi.org/10.3390/su13169120>
- Girdziute, L., Besuspariene, E., Nausiediene, A., Novikova, A., Leppala, J., & Jakob, M. (2022). Youth's (Un)willingness to work in agriculture sector. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.937657>
- Ignelzi, M. (2000). Meaning-Making in the Learning and Teaching Process. *New Directions for Teaching and Learning*, 2000(82), 5–14. <https://doi.org/10.1002/tl.8201>
- Juniasih, I. A. K., Wibawa, M. S., Suastama, I. B. R., Nona, R. V., & MERUNG, A. Y. (2025). Determinants of Youth Motivation in Agricultural Careers: A Systematic Review for Regeneration Strategy Formulation in Indonesia. *SOCA: Jurnal Sosial Ekonomi Pertanian*, 19(1), 43. <https://doi.org/10.24843/SOCA.2025.v19.i01.p04>
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall. <https://books.google.co.id/books?id=zXruAAAAMAAJ>
- Lent, R. W., & Brown, S. D. (2020). Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice. *Journal of Vocational Behavior*, 120, 103448. <https://doi.org/10.1016/j.jvb.2020.103448>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Morris, T. H. (2020). Experiential learning – a systematic review and revision of Kolb's model. *Interactive Learning Environments*, 28(8), 1064–1077. <https://doi.org/10.1080/10494820.2019.1570279>
- Petty, R. E., & Cacioppo, J. T. (1986). *The Elaboration Likelihood Model of Persuasion* (pp. 123–205). [https://doi.org/10.1016/S0065-2601\(08\)60214-2](https://doi.org/10.1016/S0065-2601(08)60214-2)
- Pine, B. J., & Gilmore, J. H. (2011). *The Experience Economy*. Harvard Business Review

- Press. <https://books.google.co.id/books?id=edtOyzyKgXUC>
- Seemiller, C., & Grace, M. (2019). *Generation Z: A Century in the Making*. Routledge, Taylor and Francis Group. <https://books.google.co.id/books?id=CM2DzQEACAAJ>
- Shaw, K., Meyers, C., Irlbeck, E., Doerfert, D., Abrams, K., & Morgan, C. (2015). Agriculturists Personal and Business Use of Online Communication Tools. *Journal of Applied Communications*, 99. <https://doi.org/10.4148/1051-0834.1045>
- Sigmon, B. S. (2014). *EFFECTIVENESS OF A FARM FIELD TRIP EFFECTIVENESS OF A FARM FIELD TRIP* [Theses and Dissertations-- Community & Leadership Development. 11, University of Kentucky]. https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1012&context=cld_etds
- Unay-Gailhard, Í., & Brennen, M. A. (2022a). How digital communications contribute to shaping the career paths of youth: a review study focused on farming as a career option. *Agriculture and Human Values*, 39(4), 1491–1508. <https://doi.org/10.1007/s10460-022-10335-0>
- Unay-Gailhard, Í., & Brennen, M. A. (2022b). How digital communications contribute to shaping the career paths of youth: a review study focused on farming as a career option. *Agriculture and Human Values*, 39(4), 1491–1508. <https://doi.org/10.1007/s10460-022-10335-0>
- Villarroel Henríquez, V., Castillo Rabanal, I., & Santana Abásolo, J. (2025). Applying Kolb's experiential learning cycle for deep learning: A systematic literature review. *Social Sciences & Humanities Open*, 12, 102096. <https://doi.org/10.1016/j.ssaho.2025.102096>