

(Research/Review) Article

# Development of a Social Guidance Program Based on Erik Erikson's Theory to Foster an Edupreneurial Spirit in Early Adulthood

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**Abstract.** This study aims to develop a social guidance program based on Erik Erikson's psychosocial development theory, specifically at the Intimacy vs. Isolation stage, to foster an edupreneurial spirit among individuals in early adulthood (ages 19–30). The research addresses challenges faced by young adults, including limited capacity to form meaningful social relationships, low collaboration levels, and minimal interest in social entrepreneurship—factors that hinder optimal personal growth in educational and social contexts. The primary objective is to produce a guidance program that empowers young adults to build healthy, productive relationships while instilling edupreneurial values such as collaboration, social initiative, and network-based learning. Employing a Research and Development (R&D) methodology, the study follows the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data collection involved observations, interviews, and validation questionnaires, analyzed through thematic qualitative techniques and quantitative methods including descriptive statistics and difference testing. The resulting program is expected to be both feasible and effective, suitable for implementation in higher education institutions and youth communities. It contributes to the cultivation of entrepreneurial character grounded in social values and interpersonal development. The findings highlight the importance of integrating psychosocial theory into educational interventions to support youth empowerment and sustainable social innovation. Furthermore, the program offers practical implications for educators, counselors, and youth facilitators seeking to enhance relational competencies and entrepreneurial mindset among young adults in diverse social settings.

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## 1. Introduction

Early adulthood represents a crucial developmental phase in an individual's life because this period serves as a momentum for shaping identity, social skills, and productive capacity that will determine one's future direction. Individuals in early adulthood, aged approximately 19–30 years, are challenged to adapt to a broader social environment, build meaningful relationships, and prepare themselves both professionally and personally. Many individuals at this stage experience confusion in determining life direction and establishing effective social networks. They may face difficulties in self-actualization, resolving interpersonal conflicts, and managing productivity optimally. Social pressures, academic or work demands, and the transition of roles from family settings to wider society often exacerbate feelings of isolation and low self-confidence among young adults (Afifandasari & Subiyantoro, 2022). These



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conditions indicate an urgent need for interventions that can guide individuals in developing healthy and productive social relationships while also fostering motivation and the capacity to contribute positively to society.

One potential approach is the development of an edupreneurial spirit, an entrepreneurial orientation that integrates innovation, education, and social empowerment. Edupreneurship, or educational entrepreneurship, not only emphasizes the creation of business ventures but also highlights the educational contributions that benefit society (Nurul Badriyah, 2024). In other words, the edupreneurial spirit trains individuals to think creatively, act collaboratively, and utilize opportunities to generate social and educational value.

The main characteristics of an edupreneur include several key aspects. First, the ability to collaborate and build broad social networks. Edupreneurial individuals actively form professional and social relationships, seize every opportunity to learn from others, and contribute synergistically within groups or communities. Second, being productive and innovative in creating, meaning the capacity to develop new solutions for social or educational problems. This includes creative thinking, planning, and realizing ideas into concrete projects. Third, having social awareness and an educational orientation, where every activity or business is not solely self-serving but also benefits the wider community. Fourth, perseverance and responsibility, demonstrated through commitment in managing entrepreneurial or educational programs, resilience in facing challenges, and consistency in achieving goals (Leli, 2021). Indicators of a strong edupreneurial spirit include the ability to build and maintain social networks; active participation in educational or social activities; capacity to identify problems and generate creative solutions; responsibility and consistency in projects; and the ability to integrate learning and experience to make a positive community impact (Nurul Badriyah, 2024). With these indicators, developing an edupreneurial spirit becomes relevant not only for individual success but also as a medium to strengthen social connectedness and enhance contributions to society.

Social guidance serves as an essential foundation for shaping the edupreneurial spirit among youth entering early adulthood. Through social guidance, individuals are provided space to understand themselves, develop interpersonal skills, and learn strategies for effective interaction in various social contexts. This approach aligns with psychosocial principles that human development is influenced by social interactions and environmental contexts. In other words, social guidance provides means to reduce feelings of isolation, enhance self-confidence, and encourage individuals to actively engage in socially beneficial activities (Afifandasari & Subiyantoro, 2022). Based on this principle, developing an edupreneurial spirit through social guidance can be designed to focus on three main components. First, building social networks and collaboration, where participants are directed to identify opportunities for cooperation, engage in group projects, and practice effective communication. Second, becoming productive individuals who contribute socially, by encouraging participants to create educational or social projects that add value to society. Third, avoiding alienation through value-driven entrepreneurship, enabling individuals not only to gain practical experience but also to build social identity and personal fulfillment through meaningful contributions. These three components work together to shape independent, creative, and socially engaged individuals in line with the psychosocial needs of early adulthood (Leli, 2021). Previous studies support the relevance of this approach. Khairunnisa (2025) showed that student involvement in social entrepreneurship projects enhanced self-confidence, empathy, and social bonding. Aghnaita (2024) also emphasized that entrepreneurial activities serve as a medium for developing social identity and a sense of belonging to communities. These findings indicate that integrating educational and social approaches in guidance has the potential to enhance interpersonal skills, empathy, and

individual productivity while also strengthening healthy social relationships. The focus on young adults in this developmental stage is strategic because this phase is crucial for establishing a long-term life foundation. At the age of 19–25, individuals typically face significant transitions in academic, professional, and social life. Failure to navigate this stage may result in a sense of directionlessness, isolation, or low productivity. By fostering an edupreneurial spirit through social guidance, individuals can acquire relevant skills and experiences to overcome psychosocial challenges, enhance personal capacity, and build sustainable networks (Afifandasari & Subiyantoro, 2022; Nurul Badriyah, 2024). Moreover, this approach prepares individuals to become agents of social change. Educational activities combined with entrepreneurship help early adults internalize values of collaboration, innovation, and community contribution. These skills not only benefit personal achievement but also create positive social impact, making integrated social guidance with edupreneurial development highly strategic (Leli, 2021; Khairunnisa, 2025). In conclusion, the development of a social guidance program based on strengthening the edupreneurial spirit among youth entering early adulthood is expected to meet their psychosocial needs while also nurturing an educational entrepreneurial mindset with broader societal impact. This program may serve as an alternative model in designing guidance programs that are promotive, preventive, curative, and transformative, offering dual benefits for both individuals and society (Badriyah, 2024). With its focus on character, skills, and clear indicators of the edupreneurial spirit, this approach presents a comprehensive solution to developmental challenges faced by today's young adults.

## **2. Preliminaries or Related Work or Literature Review**

### **Erik Erikson's Psychosocial Development Theory**

Erik Erikson proposed a psychosocial development theory consisting of eight stages, each characterized by a psychosocial conflict that individuals must overcome to achieve optimal development. Successfully resolving these conflicts enables individuals to attain certain psychological strengths, while failure may result in developmental problems. Erikson emphasized that personality development is not solely determined by biological factors but is also strongly influenced by surrounding social and cultural contexts. His theory highlights the importance of interaction between an individual's psychological aspects and social demands, thereby integrating both psychological and social dimensions in explaining personality development. In early adulthood (around ages 19–25), individuals begin to engage in deeper social interactions. This allows them to form strong bonds with family and peers. However, individuals may experience loneliness if they face excessive rejection or fail to establish meaningful relationships (Kamilla et al., 2022). According to Erikson, this stage is related to the ability to build close, trusting relationships with others. It is marked by more intense social interactions, including romantic relationships, as a way of expressing and developing attachment (Rizki, 2022). Failure to build healthy relationships may cause individuals to withdraw from their social environment and struggle to establish positive connections. This stage is highly significant as it serves as the foundation for subsequent social and emotional development (Leli, 2021).

### **Social Guidance in Early Adulthood**

Social guidance is the process of providing advice and support to individuals. In this context, young adults can better understand and manage social challenges such as self-acceptance, peer relationships, and social interactions in their environment. Social guidance in early adulthood is defined as a counseling and guidance service designed to help individuals develop positive interpersonal relationships, enhance their social skills, and adapt to their surroundings (Wahyuni, 2021). Social guidance plays a crucial role in supporting young adults'

success in carrying out life tasks, such as choosing a life partner, forming communities, and influencing society (Gumilar, 2023). A guidance approach that integrates Erikson's theory can assist young adults in resolving psychological conflicts at this stage and building the capacity to create productive and collaborative relationships that support social entrepreneurship (edupreneurship). Based on Erikson's understanding of psychosocial stages, social guidance can help individuals face the crisis of intimacy vs. isolation by assessing their social, emotional, and practical abilities in creating productive team relationships.

### **Edupreneurship in Early Adulthood**

Edupreneurship is a concept that integrates education and entrepreneurship with the aim of fostering an entrepreneurial spirit through education oriented toward innovation, creativity, and sustainable individual potential development. Early adulthood (ages around 19–25) is a strategic developmental phase for internalizing entrepreneurial values that strengthen independence and economic contribution (Jaenudin, 2025). Through the edupreneurship approach, individuals are equipped not only with business knowledge but also with essential life skills such as time management, communication, and decision-making. Edupreneurship also enhances social and collaborative skills, enabling them to adapt to changes and challenges in the globalization era. Recent studies indicate that entrepreneurial interest among Indonesian youth is relatively high. However, to effectively nurture edupreneurship, young adults still face challenges such as limited access to practical entrepreneurship education, lack of hands-on experience, and insufficient networks and resource support (Bappenas, 2020; UNDP, 2020). Entrepreneurship education integrated into formal curricula also significantly influences young adults' motivation and interest in entrepreneurship. Doly and Indriansyah (2025) assert that entrepreneurship education approaches emphasizing real-world practice and business decision-making can foster innovation and risk readiness, which are critical for building the edupreneurial spirit. Therefore, the development of contextual and application-based educational programs is highly strategic for sustaining entrepreneurial interest and skills.

### **3. Proposed Method**

This research employs a Research and Development (R&D) approach by adapting the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The primary aim is to develop a social guidance program based on Erik Erikson's psychosocial theory to foster the edupreneurial spirit among young adults. A mixed-methods approach was applied, with a qualitative dominance through interviews, observations, and questionnaires to obtain a comprehensive picture of the participants' psychosocial conditions, motivation, and social entrepreneurship potential. The Analysis stage was carried out through observations, interviews, and questionnaires administered to students of Universitas PGRI Argopuro Jember aged 19–25 years. Thematic analysis was conducted to identify participants' needs, challenges, and potential in fostering edupreneurship in accordance with Erikson's Intimacy vs. Isolation developmental stage. The Design stage involved drafting the program framework based on the needs analysis. This design included program objectives, guidance materials, implementation strategies, media, and evaluation instruments. Core values such as collaboration, empathy, social initiative, and independence served as the foundation in designing the program content. The Development stage included preparing an initial draft consisting of a facilitator's guide, participant worksheets, and measurement instruments. This draft was validated by experts in guidance and counseling as well as media experts. Suggestions from the validators were used as the basis for revisions to make the program more practical, relevant, and suited to participant characteristics. The Implementation stage was carried out through a limited trial involving a sample of 10 students who met the

purposive sampling criteria: aged 19–25 years, willing to participate in the program, not yet running a business, but showing interest in social entrepreneurship. Pre-tests and post-tests were conducted to assess changes in participants' understanding and motivation, accompanied by observations and reflective interviews. The Evaluation stage aimed to assess the program's effectiveness in terms of content, methods, and structure. Evaluation was conducted qualitatively through narrative analysis of interview results, observations, and participants' responses. Indicators of success included increased awareness of productive social relationships, emerging interest in contributing to educational and social activities, and positive feedback regarding the program's benefits. By applying the ADDIE model systematically, this research is expected to produce a valid, contextual, and applicable social guidance program to foster the edupreneurial spirit in young adults.

#### 4. Results and Discussion

The study was conducted on ten students of Universitas PGRI Argopuro Jember aged 19–25 years. The participants were selected through purposive sampling based on specific criteria: they were in the stage of early adulthood development, had no established business yet, but demonstrated a genuine interest in the field of social and educational entrepreneurship. All participants voluntarily agreed to take part in the social guidance program based on Erik Erikson's psychosocial development theory, particularly focusing on the stage of intimacy versus isolation, with the primary objective of fostering an edupreneurial spirit. The implementation of the program was carried out in six structured sessions over a three-week period. Each session employed a small-group approach, designed to enhance interpersonal interaction, self-reflection, idea-sharing, and the simulation of creating socially oriented business plans. This method provided an environment conducive to meaningful discussions, collaboration, and the cultivation of entrepreneurial thinking with a social-educational orientation. The findings of the study demonstrated significant progress across various psychosocial and entrepreneurial dimensions. Before the program began, seven out of ten participants admitted that they still doubted their self-potential, expressing confusion about their interests and life goals. However, after the program, nine participants were able to clearly identify their own strengths and interests and showed greater confidence in defining their career paths. In terms of social skills and communication, the participants initially tended to be passive, with only three of them actively contributing in small group discussions. By the end of the program, nine participants demonstrated active involvement in discussions, provided constructive feedback, and showed empathy toward their peers. Regarding entrepreneurial ideas, only two participants initially had vague and unfocused ideas, but after the sessions, all ten were able to develop simple educational business ideas such as private tutoring, skill-based courses, and community training programs. Motivation to engage in entrepreneurship also improved significantly. Initially, eight participants expressed fear of failure, with only two showing strong interest. By the end of the program, eight participants reported being motivated to try small-scale business ventures, while the remaining two indicated that they still needed additional support. Finally, the courage to take risks improved, as evidenced by six participants who were willing to present their business ideas to the group and four participants who began considering concrete first steps despite their earlier reluctance. Overall, the social guidance program had a positive impact on the psychosocial development of the participants, particularly in encouraging openness to social relationships, productive collaboration, and readiness to develop an edupreneurial mindset. The findings underline the relevance of Erikson's psychosocial theory when applied to the context of entrepreneurship among young adults. According to Erikson, the stage of intimacy versus isolation represents a critical turning point in early adulthood. Individuals who successfully resolve this stage are able to form meaningful and intimate relationships, build cooperative

networks, and avoid the risks of social or psychological isolation. In the context of this study, the ability to build and sustain relationships proved to be a foundational aspect of fostering an edupreneurial spirit. Social entrepreneurship requires communication skills, empathy, teamwork, and the confidence to collaborate—skills that the participants developed through reflective exercises, group discussions, and practical simulations conducted during the program.

The findings are consistent with prior research. Qadri and Tyana (2024) emphasize that identity development in early adulthood is strongly associated with the ability to build healthy social connections, which is directly linked to professional and entrepreneurial endeavors. Furthermore, the inclination of participants to design education-oriented business ideas indicates that, when provided with structured guidance, young adults can align their personal interests with social missions, producing forms of edupreneurship. As highlighted by Noor (2023), edupreneurship does not solely aim for financial profit but also provides solutions to societal and educational challenges. This aligns with the participants' tendencies to create business ideas rooted in their academic environment, such as tutoring, skill workshops, and community education. Another important outcome of the study is the improvement in entrepreneurial motivation. Initially, many participants lacked confidence and were hesitant to take risks. After completing the sessions, however, they began to believe in their ability to take small but significant steps toward entrepreneurship. This outcome aligns with Bandura's concept of self-efficacy, which posits that an individual's confidence in their own abilities strongly influences their willingness to act and pursue entrepreneurial activities (Magdalena, 2023). From a practical perspective, the results of this study reinforce the importance of social guidance programs as effective interventions to nurture an edupreneurial spirit among university students. Edupreneurship, by its nature, demands a combination of social skills, creative thinking, and risk-taking behavior, all of which can be fostered through psychosocially grounded interventions. However, several challenges also emerged. Two participants admitted they were still not ready to immediately start a business, despite having viable ideas. This hesitation could be influenced by external factors such as limited financial resources, lack of family support, or unsupportive social environments. Additionally, the program's relatively short duration—three weeks—posed a limitation, as it was insufficient to evaluate the long-term sustainability of participants' motivation and consistency in pursuing entrepreneurial activities. In conclusion, while the study provides encouraging insights, it also indicates the need for further development. Long-term interventions such as continuous mentoring, practical entrepreneurial training, and campus-based business incubation support are necessary to ensure that the edupreneurial ideas generated by students can be fully realized. The findings lead to several implications: first, social guidance programs based on Erikson's theory are effective in enhancing self-awareness, social competence, and entrepreneurial motivation in early adulthood. Second, fostering edupreneurship requires opportunities for self-reflection, collaboration, and business simulation within an educational framework. Third, higher education institutions play a critical role in offering ongoing mentorship and institutional support for students aspiring to develop educationally oriented business ventures.

## 5. Conclusions

This study found that the social guidance program based on Erikson's theory proved effective in fostering an edupreneurial spirit among students of Universitas PGRI Argopuro Jember who are in the stage of early adulthood. Through six activity sessions conducted over three weeks, the respondents demonstrated significant development in several aspects. They gained a better understanding of self-identity, showed higher confidence in their own potential, and were able to build communication and social skills more effectively. All

respondents also succeeded in formulating simple business ideas in the field of education, reflecting an entrepreneurial orientation that focused not only on profit but also on social contribution. Entrepreneurial motivation increased significantly, as evidenced by the courage of most respondents to present their ideas and take initial steps toward starting a business. These findings are in line with Erikson's concept of the intimacy versus isolation stage, where the ability to build healthy relationships and engage in productive collaboration becomes the foundation of individual development, including within the context of social entrepreneurship.

Despite the positive outcomes, this study has several limitations. The number of respondents, which was only ten, limits the generalizability of the findings. The short program duration of three weeks also prevented the researchers from ensuring the sustainability of the respondents' motivation in the long term. In addition, external factors such as family support, availability of capital, and social environment conditions were not fully controlled, even though these factors strongly influence students' readiness to realize their business ideas. This study also relied heavily on a qualitative approach, which means there was no quantitative data to further strengthen the empirical evidence.

Based on these considerations, future research is recommended to involve a larger number of respondents to produce more representative results and to apply a longitudinal design so that the development of edupreneurial spirit can be monitored continuously. A combination of qualitative and quantitative methods is also important to generate a more comprehensive analysis. Moreover, the integration of external support, such as campus business incubators, entrepreneurship management training, and partnership networks, should be included to ensure that edupreneurial ideas can be truly realized. Additional studies on psychological variables such as self-efficacy, creativity, and emotional regulation would also enrich the understanding of supporting factors in fostering an edupreneurial spirit. Therefore, this study not only demonstrates the success of the social guidance program based on Erikson's theory in helping students face the developmental crisis of intimacy versus isolation but also opens opportunities for developing innovative strategies to shape a young generation with an edupreneurial mindset that is relevant to the future needs of education.

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