

The Influence of Personality, Entrepreneurship Education and Family Environment on Students' Entrepreneurial Interest in Surabaya

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ABSTRACT

This research explores the influence of personality, entrepreneurial education, and family environment on students' entrepreneurial interest in Surabaya. This study uses quantitative methods with a survey involving students from various universities in Surabaya. Analysis was carried out using PLS (Partial Least Square) to see the relationship between the independent variables (personality, entrepreneurship education, and family environment) and the dependent variable (interest in entrepreneurship). The research results show that personality has a significant influence on interest in entrepreneurship. Apart from that, entrepreneurship education also has a positive effect on interest in entrepreneurship. The family environment also has an important role in increasing interest in entrepreneurship. Good family support significantly increases interest in entrepreneurship among Surabaya students.

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INTRODUCTION

Unemployment is still a challenge for Indonesia and needs to be resolved. Because unemployment can have an impact on the economy, social, mental, political and security. Many college graduates focus on looking for work rather than opening their own business opportunities through entrepreneurship. This phenomenon occurs due to the low interest in entrepreneurship among Indonesian people. If people's mindset is not changed, Indonesia will have many problems, such as increasingly limited job opportunities and increasing unemployment rates. Entrepreneurial interest in Indonesia is considered very small compared to other countries, namely less than 4% of the total Indonesian population (Restiana, 2017). Ideally, more than 4% of Indonesia's total population is needed to be entrepreneurial to boost the national economy. The growth of interest in entrepreneurship cannot be done immediately without training that can stimulate a person's entrepreneurial spirit. The Minister of Cooperatives and SMEs released data processed by BPS, concluding that there was an increase in the number of entrepreneurs, which previously

amounted to 1.6% to 3.1% of the total population of Indonesia. Campuses and students are potential targets for increasing interest in entrepreneurship (Kominfo, 2017).

Entrepreneurship education in tertiary institutions has been facilitated by Dikti since 1997 with the existence of an entrepreneurship development program in tertiary institutions which offers various activities, namely Entrepreneurship Lectures (KWU), Entrepreneurship Internships (MKU), Business Work Lectures (KKU), Business Consultations and Job Placements (KBPK), and the New Entrepreneur Incubator (INWUB). In its development, Dikti offers programs packaged as student creativity programs (PKM) which facilitate students to be creative in various fields including research, community service, application of technology, scientific articles, written ideas, creative initiatives, and entrepreneurship. Furthermore, since 2009 Dikti has provided a scheme for students interested in becoming job creators through the student entrepreneurship program (PMW). All of these policies are implemented to improve the quality of higher education graduates by implementing abilities, skills, attitudes of responsibility, building teamwork and developing independence and developing businesses through creative activities in the field of science they are pursuing. This is in line with Government Regulation Number 17 of 2010 which states that the goals of higher education include, among other things, forming people who are critical, creative, innovative, independent, self-confident and have an entrepreneurial spirit.

Since the launch of entrepreneurship education until now, when discussing entrepreneurship education it is often connoted with business education. This can be seen from the entrepreneurship education curriculum prepared by most entrepreneurship education providers. The entrepreneurship education curriculum generally contains material and activities related to building an entrepreneurial mental attitude, practicing communication skills, building networks and preparing profit-oriented business plans. Therefore, it is not surprising that when a university requires entrepreneurship courses for all its students, there are several faculties or study programs that reject or disagree with this policy. Faculties or study programs that disagree generally state the reason that they do not train their students or graduates to become entrepreneurs, and the most appropriate faculty or study program that requires its students to take entrepreneurship courses is the economics faculty. Is that really the case?

However, universities produce graduates in various professions. Higher education aims to (1) form people who (a) believe in and are devoted to God Almighty, have noble character and a noble personality; (b) healthy, knowledgeable and capable; (c) critical, creative, innovative, independent, confident and entrepreneurial; and (d) tolerant, socially and environmentally sensitive, democratic and responsible and (2) produce science, technology, arts or sports products that provide benefits to society, nation, state, humanity and the environment (Regulation Government No. 17/2010: 61-62). Thus, universities prepare graduates in any profession who have the characteristics as regulated, including an entrepreneurial spirit. Considering the aims of higher education, the question that needs to be discussed is whether entrepreneurship education in higher education is important for all professions. This article aims to develop an understanding of the importance of entrepreneurship education for all professions produced by universities. This article was written based on the results of research on entrepreneurship education in higher education and a review of relevant literature.

LITERATURE REVIEW

Entrepreneurship

Entrepreneurship is a driver that can determine economic progress, because entrepreneurship will create jobs which can indirectly reduce the country's unemployment rate (Nosita, 2019). Entrepreneurship can occur if there is an interest in entrepreneurship, in the sense of someone's interest in creating a business with the ability and courage to take risks to gain profits (Evaliana, 2015). The following are indicators of interest in entrepreneurship, citing Pamungkas, A.P. (2017): (a) No dependence on other people; (b) Can help the social environment; (c) Happy to be an entrepreneur. Zimmerer, Scarborough and Wilson (2008, in Wedayanti and Giantari, 2016), stated that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through providing entrepreneurship education.

Apart from that, several studies state that the family environment influences a person's entrepreneurial interest (Syaifuddin, 2016). The family environment indicators according to Syamsu Yusuf in Syaifuddin (2016) are: (a) the role of the family; (b) parents' attitudes and treatment towards children; (c) economic status

Interest in entrepreneurship

Interest plays a very important role in determining whether an individual will become an entrepreneur or not. School is a place to develop interests in students, one of which is an interest in entrepreneurship. Entrepreneurial interest is high if the school is able to produce many graduates who work as entrepreneurs. Students' high interest in entrepreneurship can be seen when they are studying and after graduating from college. Bachelor of Entrepreneurship graduates, as the output of the educational process organized by the University, should have skills that are more appropriate to their field. Many things influence a person to become an entrepreneur, both personally and from the surrounding environment. Alma (2016) believes that there are two things that most encourage a person to enter the world of entrepreneurship, namely personal attributes and personal environment.

Personality

Personal Attributes are factors that concern aspects of a person's personality. Personal environment is an environmental factor that encourages a person's interest in entrepreneurship. According to Ayuningtias & Ekawati (2015) factors that influence interest in entrepreneurship are family environment, campus environment, personality and entrepreneurial motivation. According to Rahmi HG, Yozza, & Fahmi (2009) factors that influence interest in entrepreneurship are entrepreneurial motives, family environment and surrounding environment. Meanwhile, according to Palupi (2015), interest in entrepreneurship is influenced by the adversity quotient and entrepreneurship education.

Based on previous research conducted by Aprilianty (2012), it shows that entrepreneurial personality has a positive and significant effect on interest in entrepreneurship. Likewise, research conducted by Kurniawan, Khafid, & Pujiati (2016) shows that personality has a significant influence. In contrast to research conducted by Pujiastuti (2013) and Husna, Yuhelmi, & Trianita (2015) which states that personality variables have no significant effect on entrepreneurial interest. Lestari & Wijaya (2012) stated that entrepreneurship education has a significant positive effect. In line with research conducted by Margunani,

Hidayah, & Melati (2016) that entrepreneurship education has a significant effect on interest in entrepreneurship. In contrast to research conducted by Zulianto et al., (2014) that entrepreneurship education has an insignificant influence. Ardiyani & Kusuma (2016) showed research results in the form of a positive and significant influence between the family environment and interest in entrepreneurship. In contrast to research conducted by Majdi (2012) and Paulina & Wardoyo (2012) that the family environment has no effect on interest in entrepreneurship. Based on this research gap, further research is needed to examine whether there is an influence of personality, entrepreneurship education, and family environment on interest in entrepreneurship. Kurniawan et al. (2016) stated "a person who has an entrepreneurial personality will be able to be independent, can face life's difficulties and can manage work opportunities for himself and others".

Meanwhile, according to Alma (2016), an entrepreneur is someone who has a productive personality, namely activities that create or increase utility. Alma (2016) added that the ideal personality of an entrepreneur is an individual who is able to stand on his own ability to help himself get out of the difficulties he faces, including overcoming poverty without anyone's help. Individual personality characteristics influence entrepreneurial success. The more mature an individual's personality is, the more equipped the individual will be to face all the problems and uncertainties in entrepreneurship.

Entrepreneurship Education

Lestari & Wijaya (2012) stated that entrepreneurship education can shape students' thought patterns, attitudes and behavior to become true entrepreneurs, thus moving them to choose entrepreneurship as a career choice. The entrepreneurship education provided needs to instil innovative and creative values in responding to opportunities, creating opportunities as well as entrepreneurial skills and knowledge. Education that has an entrepreneurial atmosphere will create better life opportunities for its graduates. Understanding of material in entrepreneurship subjects which will later be applied when you enter the real world of entrepreneurship. It is hoped that entrepreneurship education can provide students with the opportunity to foster students' interest in entrepreneurship independently and can even open up job vacancies for other people.

Family Environment

Hisrich et al. (2016) stated that the entrepreneurs studied mostly had parents or fathers who were relatively close to the world of entrepreneurship. Sarwoko (2011) believes that individuals who have a family background or relatives who are entrepreneurs have a greater level of entrepreneurial intention than students whose families or relatives are not entrepreneurs, with the assumption that students who have families who work as entrepreneurs already have entrepreneurial experience, so they can plan Entrepreneurial career in the future as a life choice. Entrepreneurial experience from the family environment will provide indirect stimulus and experience to individuals to foster interest in entrepreneurship in that individual, because the individual concerned at least gets information about entrepreneurship including the advantages of becoming an entrepreneur compared to the weaknesses when an individual chooses entrepreneurship as their profession.

There are many factors that students consider and can influence interest in entrepreneurship. One of them is the environmental factors where students interact, such as the family environment. Next is the creativity factor. Creativity can give rise to self-

confidence and come up with solutions such as solving problems or meeting consumer needs. Apart from that, global entrepreneurial competition is also increasing, so high levels of creativity are required to be able to compete (Ministry of Finance, 2018). Another factor that may have an influence is the student's personality who shows an interest in entrepreneurship (Atiya *et al*, 2019).

It is interesting to carry out research regarding the factors that influence someone to start entrepreneurship. Therefore, a pre-survey was arranged to obtain the three factors that most influence students' interest in entrepreneurship which will be studied further by researchers. The objectives of this research are as follows:

H1: Knowing the influence of personality factors on students' interest in entrepreneurship;

H2: Find out the effect of entrepreneurial education on students' interest in entrepreneurship;

H3: Find out the influence of family environmental factors on students' interest in entrepreneurship.

RESEARCH METHODS

The research method is a strategy used by researchers to answer research problems. Research design, research objectives, population and sample, types of data, techniques used to obtain data, empirical models, and analytical tools must be written in this section. If the instrument used to obtain the data is a questionnaire, the tools used to ensure reliability, validity, and ways to maintain respondents' privacy must be written. If the research design adopted is qualitative or other designs, for example, experimental, then the appropriate rules and procedures relevant to the design must be written.

RESULTS AND DISCUSSION

The research uses a quantitative approach and is carried out through surveys with questionnaires to collect research data. The research instrument distributed via Google Form was tested through a Validity and Reliability Test by looking at the Outer Loading and Average Variance Extracted. The research questionnaire was obtained through the results of collecting references and literature related to a person's personality, family environment, and entrepreneurship education towards interest in entrepreneurship. The research population was entrepreneurship and business management students in the Surabaya area, namely from ITS Business Management, Universitas Airlangga and the majority of UPN Veteran East Java students, especially in the Faculty of Economics and Business. The research sample using the Purposive Sampling method was 100 respondents with the criteria being students who had taken the course entrepreneurship. Data analysis uses PLS 4.0 to examine the influence of a person's personality, family environment, and entrepreneurial education on interest in entrepreneurship. Through the results of the Outer loading analysis, the validity of the data can be seen and the AVE data reliability value can be seen. Through the results of the Bootstrapping calculation, the P-Value will show how each variable influences Entrepreneurial Interest.

RESEARCH RESULT

The Validity and Reliability Test Results in Table 1 can show the Validity and Reliability of the Research Instrument.

Table 1 Instrument Test Results

No	Variable	Item	Outer Loading	AVE	Information
1.	Interest in Entrepreneurship (AND)	Y1	0.848	0.758	Valid and Reliable
		Y2	0.893		
2.	Personality (X1)	X1.1	0.908	0.771	Valid and Reliable
		X1.2	0.930		
		X1.3	0.790		
3.	Family Environment (X2)	X2.1	0.774	0.672	Valid and Reliable
		X2.2	0.888		
		X2.3	0.793		
4.	Entrepreneurship Education (X3)	X3.1	0.770	0.668	Valid and Reliable
		X3.2	0.794		
		X3.3	0.882		

Based on the results of validity and reliability testing, it is known that each item has an outer loading value above 0.8, so it can be said that the instrument has quite high validity, while the reliability based on the AVE value is also above 0.5, so the instrument can be said to be reliable (Hair et al., 2009).

Hypothesis testing is shown in Figure 1 as follows:

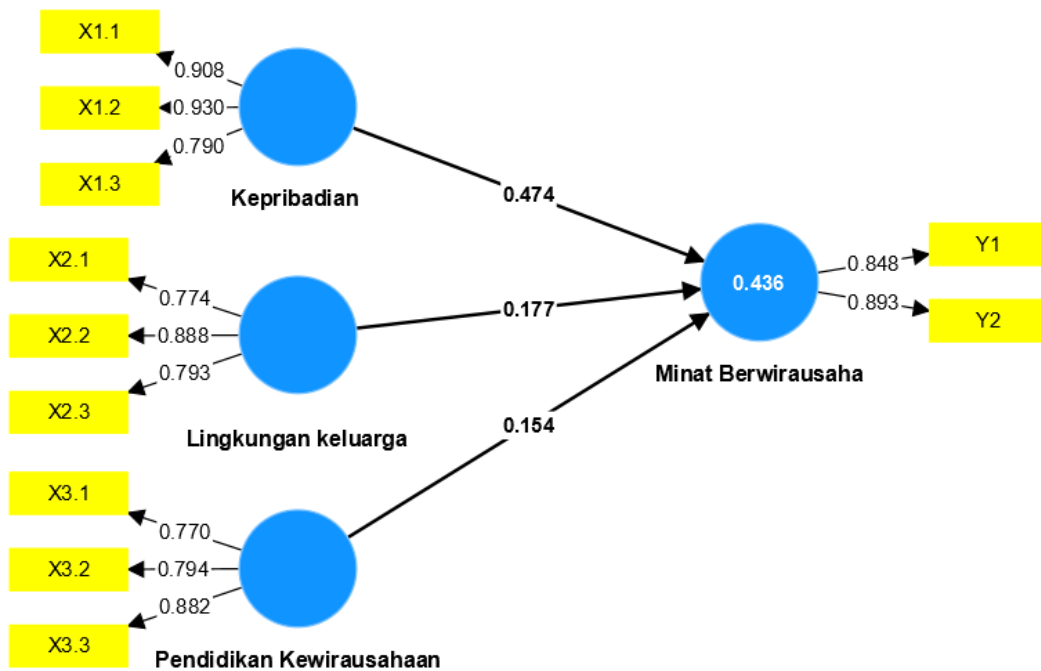


Figure 1. Hypothesis Test Results

The conclusion of the hypothesis testing results is shown in table 2 as follows:

Table 2. Hypothesis Test Results

Hypothesis	Influence of Variables	P-Value	Information
H1	Personality -> Interest in Entrepreneurship	0.000	Accepted
H2	Family Environment -> Interest in Entrepreneurship	0.054	Rejected
H3	Entrepreneurship Education -> Interest in Entrepreneurship	0.116	Rejected

Explanations of the results of hypothesis testing include the following: 1) That a person's personality has an influence on interest in entrepreneurship, which can be seen from the P-Value value below 0.05, so it can be said that understanding a person's personality can increase a person's interest in entrepreneurship. 2) However, on the other hand, the family environment has no impact on interest in entrepreneurship. Apart from that, entrepreneurial education is also not included in a person's influence in entrepreneurship.

The Influence of Personality on Interest in Entrepreneurship

Successful entrepreneurs basically must have a superior personality in order to be successful in achieving the goals of the business they create. The entrepreneurial personality that exists within oneself can differentiate an individual from other individuals in facing all problems in entrepreneurship. According to Suryana (2013), the characteristics of an entrepreneurial personality can be seen from 5 components, namely being full of self-confidence, having initiative, having an achievement motive, having a leadership spirit and daring to take risks. Interest is a desire, interest and liking for something that is considered useful for oneself. Interest can be the cause of someone participating in an activity. According to Subandono (2007) interest in entrepreneurship is an interest in creating a business which includes the stages of organizing, being able to bear risks and being able to develop a business. So it can be concluded that interest in entrepreneurship is a person's desire and interest in creating opportunities or creative and innovative ideas which are realized in the form of a business or business and dare to take risks and be able to survive whatever happens in the future. Entrepreneurial interest can be seen from the extent to which someone is interested in developing ideas or businesses that they will pursue.

The Influence of Family Environment on Interest in Entrepreneurship

In research on the influence of the family environment, it was found that there was a P value indicator that was slightly above 0.05, indicating that there was an attachment that could be positive or negative depending on the family environment itself. This is also in accordance with the results of this research, supported by the theory put forward by Bygrave (2013: 11) that "a family environment that is able to encourage children to become entrepreneurs will foster and increase children's interest in entrepreneurship. Likewise, on the other hand, a family environment that is less able to encourage children to become entrepreneurs means that children's interest in entrepreneurship is also low".

The Influence of Entrepreneurial Education on Interest in Entrepreneurship

The research results show that there is no influence between entrepreneurial education and entrepreneurial interest, this is in line with research results found from research (Indarti & Rostiani, 2008) showing that students who have an educational background in economics and business actually have lower entrepreneurial intentions, this finding contrary to previous studies. This research is supported by research results from

(Septiana, 2014) showing a positive but not significant influence on students' understanding of entrepreneurship learning on students' entrepreneurial interest

DISCUSSION

The research conducted in collaboration with the Department of Economics and Entrepreneurship at Universitas Pembangunan Nasional (UPN), Institut Teknologi Sepuluh Nopember (ITS), and Universitas Airlangga provides valuable insights into the multifaceted influences on entrepreneurial behavior and success. This section discusses the key findings and their implications, elaborating on the roles of personality, family environment, and formal education in shaping entrepreneurial pursuits.

Personality Traits and Entrepreneurial Success

The data clearly indicate that personality traits are a crucial determinant of how individuals engage in entrepreneurial activities. This finding aligns with existing literature suggesting that traits such as risk tolerance, resilience, and proactivity are critical for entrepreneurial success. Our research supports the notion that intrinsic characteristics significantly influence entrepreneurial behavior, regardless of external factors such as family environment or formal education.

The Role of Family Environment

The family environment emerges as a complex variable in entrepreneurial endeavors. While it can provide substantial support through resources, mentorship, and emotional encouragement, its influence is not universally positive or necessary. Our findings reveal that the impact of the family environment is contingent upon various factors, including previous business outcomes and the specific type of education provided by family members. This nuanced view highlights that while a supportive family environment can be beneficial, its absence does not preclude entrepreneurial success if the individual possesses strong personality traits and self-determination.

Formal Education and Entrepreneurial Interest

One of the most intriguing findings from our study is the apparent lack of influence of formal entrepreneurial education on entrepreneurial interest. Despite the increasing emphasis on structured entrepreneurship programs within academic institutions, our data suggest that these programs do not significantly affect an individual's inclination to pursue entrepreneurship. This outcome underscores the importance of personal motivation and intrinsic characteristics over formal training. It challenges the traditional belief that formal education is a primary driver of entrepreneurial interest and success.

Implications for Educational Institutions

Given these findings, educational institutions may need to reassess the design and delivery of entrepreneurship programs. Rather than focusing solely on theoretical knowledge and skills, there should be a greater emphasis on nurturing the personal qualities that underpin entrepreneurial success. Programs that foster critical thinking, creativity, and resilience may be more effective in preparing individuals for entrepreneurial challenges.

CONCLUSION

Based on the data obtained from the results of research conducted by researchers with surveys from the Department of Economics and Entrepreneurship at UPN, ITS and Airlangga University, it shows that a person's personality still determines how the person runs the entrepreneurship. The family environment can be supportive and may not depend on the family environment, depending on the results of previous businesses, the education provided by the family, etc. As for the formal education of the entrepreneur himself, it depends on the family environment. As for the formal entrepreneurial education itself, it has no effect at all on the interest, because it again depends on each individual.

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