

The Influence Of Personality And Motivational Factors On Entrepreneurial Behavior Through Students' Entrepreneurial Intentions

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Abstract

The research problem is related to the low entrepreneurial behavior and intentions of students, which are caused by personality and motivation. This research method uses a survey with an explanatory design. The approach used in this research is quantitative. This research was conducted at the Department of Economic Education class 2018-2021, Teaching and Education Faculty, Siliwangi University, Tasikmalaya City. The total population is 436 students, using a sampling technique, namely probability sampling of the proportionate stratified random sampling type so that the population will be calculated using the slovin formula where the samples are taken namely 209 students. The data collection technique in this study used a questionnaire and the data analysis technique used was path analysis. The results of the study show that personality and motivation on entrepreneurial behavior through entrepreneurial intentions have a positive and significant direct and indirect effect

Keywords: Personality, Motivation, Intention, Behavior, Entrepreneur



INTRODUCTION

The large number of unemployed in Indonesia is still an important problem that must be addressed immediately. Indonesia is one of the developing countries that has a high unemployment rate, this high unemployment is because the number of graduates from various levels of education is greater than the number of job opportunities.

Unemployment is one of the elementary development problems of every country. Based on data from the Central Statistics Agency (BPS) in August 2021, "The Open Unemployment Rate (TPT) in Indonesia was 6.49%. "From the number of presentations, the number of unemployed people in Indonesia reached 9.10 million people." Then, according to BPS data, West Java Province has the second most dense population in Indonesia after DKI Jakarta (BPS). West Java Province contributed an open unemployment rate (TPT) of 9.82% or reaching 893 thousand people. Apart from that, for education level, the Open Unemployment Rate (TPT) in the Diploma I/II/III education category reached 5.87% and University reached 5.98%.

"Cultivating an entrepreneurial spirit in university students is believed to be an alternative way to reduce or lower the unemployment rate, because graduates and prospective graduates are expected to become educated young entrepreneurs who are able to start new businesses" (Suharti and Sirine, 2011: 130). The university is responsible for providing entrepreneurial skills, educating students, providing motivation and instilling high intentions in them so that they have the courage to choose entrepreneurship in their careers. Based on the results of previous research by Darmawan & Soetjipto (2016: 100) "interest in entrepreneurship is increasingly believed to be a source of growth and formation of entrepreneurship in a country". In fact, the further impact of developing interest in entrepreneurship will be a source of national prosperity and economic growth.

Siliwangi University is one of the universities in West Java that has a vision related to entrepreneurship. One of the majors at Siliwangi University, namely Economic Education, also represents this vision in the entrepreneurship course. With entrepreneurship courses, students are expected to be able to change their mindset so they can create their own jobs. The development of entrepreneurial learning has been proven to increase students' entrepreneurial intentions. Students will be helped to discover their potential and at the same time foster enthusiasm to pursue entrepreneurship. This is in line with Zimmerer's opinion in Jadmiko (2018:231), "that one of the factors driving entrepreneurship growth in a country lies in the role of universities through the provision of entrepreneurship education".



Based on the description previously presented, the author took tracer study data from 2016-2021 graduates of the Department of Economic Education, Siliwangi University. However, only 22% of alumni majoring in economics choose to become entrepreneurs after completing higher education.

Table 1. Economic Education Students' Career Choices

Career Choices	Percentage
Working (full time/part time)	76%
Doesn't work	2%
Entrepreneur	22%

Based on the table above, it can be seen that students' career choices after completing their education are more likely to work or become employees than to become entrepreneurs. The personality, motivation and intentions of alumni of students majoring in Economic Education have not yet formed entrepreneurial behavior, they do not dare to take high risks and are afraid of experiencing losses if they become entrepreneurs. After completing their education, they expect a definite job with a salary every month.

These phenomena are strong enough reasons for the author to conduct research. Therefore, the author intends to analyze how much influence personality and entrepreneurial motivation have on students' entrepreneurial intentions, and later we will also know whether the intervention on entrepreneurial behavior will emerge or not. The background is the lack of personality, motivation and low entrepreneurial intentions of alumni of the Economic Education Department. So the author decided to conduct research with the title The Influence of Personality and Motivational Factors on Entrepreneurial Behavior through Student Entrepreneurial Intentions (Survey of Economic Education Students Class of 2018-2021).

METHODOLOGY

This research uses a quantitative approach using explanations. The population in this study was students from the Department of Economic Education, Siliwangi University, class 2018-2021, totaling 436 students. Sample selection used a probability sampling technique, proportionate stratified random sampling. According to Sugiyono (2019:134) "Probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a member of the sample." The sample used in this research was 209 students. The



type of research used is survey research. Creswell (2015:752) "Survey research design is a procedure in quantitative research where the researcher administers a survey to a sample or to an entire population of people to describe attitudes, opinions, behavior, or special characteristics of the population".

The data source used is primary data obtained directly from sources. The data collection technique used in this research is a questionnaire/questionnaire based on a Likert scale of 1 to 4. This is ordinal data. The data analysis technique used is using the SPSS version 26 application tools. Next, carry out analytical conclusions to test the hypotheses that have been determined. Data analysis aims to process data into information, so that the data is easy to understand and helps answer questions about the problems that have been researched. The data analysis technique used is using the SPSS version 26 application tools. Next, carry out analytical conclusions to test the hypotheses that have been determined. Data analysis aims to process data into information, so that the data is easy to understand and helps answer questions about the problems that have been researched.

RESEARCH RESULT

Normality test

The normality test is used to determine whether the data used is normally distributed or not. Based on the results of normality test calculations, the normality test of X1 and has a confidence level greater than ($\alpha = 0.05$), so it can be interpreted that the data is normally distributed.

Linearity Test

The linearity test is used to determine whether the relationship between research variables is linear or not. Therefore, a linearity test was carried out with the test condition that if the linearity significance value is smaller than 0.05 then the relationship between the research variables is linear. Based on the results of the linearity test calculations, each variable's linearity significance value is <0.05 so it can be concluded that the relationship between the research variables is linear.

Heteroscedasticity Test

The heteroscedasticity test is used to see whether the errors in the data have the same



variance or not. The heteroscedasticity test in this study used the Glajser method which was carried out by regressing all independent variables on the absolute value of their residuals. The results of the Glejser test show that there are no symptoms of heteroscedasticity in the regression model if the significance value is greater than 0.05. Based on the calculation results of the heteroscedasticity test, all independent variables have a significance value of >0.05 so it can be concluded that there are no symptoms of heteroscedasticity.

Hypothesis testing

Test-Path Analysis (Direct Influence)

Table 2. Summary of Path Analysis Test (Direct Influence)

No	Variable		Sig.
	Independent	Dependent	
1	Personality (X1)	Entrepreneurial Intention (Z)	0,001
2	Motivation (X2)	Entrepreneurial Intention (Z)	0,000
3	Personality (X1)	Entrepreneurial Behavior (Y)	0,000
4	Motivation (X2)	Entrepreneurial Behavior (Y)	0,000
5	Entrepreneurial Intention (Z)	Entrepreneurial Behavior (Y)	0,000

Based on the table above, because the significance value (Sig.) is smaller than 0.05, the personality significance value is $0.001 < 0.05$, it can be concluded that there is an influence of personality on students' entrepreneurial intentions. Obtained a motivation significance value of $0.000 < 0.05$, it can be concluded that there is an influence of motivation on students' entrepreneurial intentions. The personality significance value is $0.000 < 0.05$, which means that there is an influence of personality on student entrepreneurial behavior. The significance value of motivation is $0.000 < 0.05$, so it can be concluded that there is an influence of motivation on student entrepreneurial behavior. The significance value of entrepreneurial intentions is $0.000 < 0.056$, it can be concluded that there is an influence of entrepreneurial intentions on students' entrepreneurial behavior.



Table 3. Path Analysis Test Summary (Indirect Influence)

No	Variabel		t value	t table
	Independent	Intervening		
6	Personality (X1)	Entrepreneurial Intention (Z)	3,1579	1,971
7	Motivation (X2)	Entrepreneurial Intention (Z)	4,5593	1,971

Based on the table above, it can be seen that $t_{count} > t_{table}$, therefore it can be concluded that the value of $t_{count} > t_{table}$ is $3.157932483 > 1.971603$, so it can be concluded that there is an influence of personality through entrepreneurial intentions on entrepreneurial behavior. The calculated t value $> t$ table is $4.5593382105 > 1.971603$, so there is an influence of motivation through entrepreneurial intentions on entrepreneurial behavior.

Sobel Test Calculation

The magnitude of the R Square value of the influence of X1 and X2 on Z is 0.672. This shows that the contribution of the influence of these variables is 67.2% while the remaining 32.8% is the contribution of other variables not included in the research and the R Square value of the influence of X1, X2 and Z on Y is 0.762. This shows that the contribution of this variable is 76.2% while the remaining 23.8% is the contribution of other variables not studied

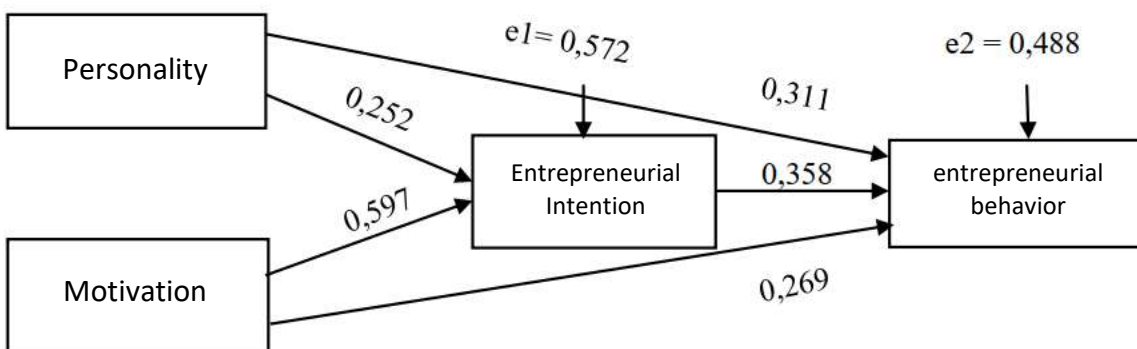


Figure 1 Sobel Test Analysis Results

DISCUSSION

The Influence of Personality on Entrepreneurial Intentions

The results of path analysis calculations (direct influence) in table 2 show that there is an influence of personality on entrepreneurial intentions with a significance value obtained of $0.001 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted. Based on this, it can be seen that personality has a significant effect on entrepreneurial intentions. The better personality a person has for entrepreneurship, the higher their entrepreneurial intentions will be. And it is calculated using the interval level value (NJI) which is in the high category. This means that most students have the personality of an entrepreneur. This is shown by the results where they have the confidence to start a business and have a task and results oriented nature and are oriented towards the future. This will indirectly influence their intention to become an entrepreneur. These results show that when a person's personality has shown something positive in having a personality regarding entrepreneurship, it will also directly influence their intention to become an entrepreneur, and vice versa.

Entrepreneurial personality according to Fromm in Alma (2011: 78) states that "personality is the totality of inherited or acquired psychic qualities that are unique to a person which makes them unique". Meanwhile, according to Alisyahbana in Alma (2011: 79) states that "personality is the overall characteristics of a person, which can take the form of thoughts, feelings, conscience, temperament and character (character)". So it can be concluded that personality is the overall way an individual interacts and reacts with other individuals. Personality is often described as one of the measurable traits that a person exhibits.

The Influence of Motivation on Entrepreneurial Intentions

The results of path analysis calculations (direct influence) in table 2 show that there is an influence of motivation on entrepreneurial intentions with a significance value of $0.000 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted. Based on this, it can be seen that motivation has a significant effect on entrepreneurial intentions. The better the level of motivation, the higher the level of student entrepreneurial intentions. Based on the results of data processing, the interval level value (NJI) is in the very high category. This means that economic education students from the 2018-2021 class are fully motivated to become entrepreneurs. This is proven by the results of the indicators, where they have the desire and desire to succeed, the drive and need for entrepreneurship and the hopes and dreams for the future.



In entrepreneurship, it is important for a person to have high motivation to be able to carry out entrepreneurial activities, which will influence several factors, one of which is entrepreneurial intention. According to Sarosa in Rosmiati (2015:22) "motivation is an impulse from within a person that encourages that person to do something, including becoming a young entrepreneur". According to Baum, Frese and Baron in Rosmiati (2015: 22) explain that "motivation in entrepreneurship includes motivation that is directed at achieving entrepreneurial goals, such as goals that involve the introduction and exploitation of business opportunities". From this understanding it can be concluded that motivation is an encouragement from within a person to do something, including becoming an entrepreneur, high motivation will form a mental and mindset to try in every endeavor to achieve the future. successful future.

The Influence of Personality on Entrepreneurial Behavior

The results of path analysis calculations (direct influence) in table 2 show that there is an influence of peer personality on entrepreneurial behavior with a significance value of $0.000 < 0.05$. then it can be concluded that H_0 is rejected and H_a is accepted. Based on this, it can be seen that personality has a significant influence on entrepreneurial behavior. The better personality a person has in entrepreneurship, the better his entrepreneurial behavior will be.

Based on the results of data processing, the interval level value (NJI) shows that the student's personality is included in the high category. This means that most students have the personality of an entrepreneur. This is shown by the results where they are confident about starting a business and have a task and results oriented nature, but they do not have the courage to take risks and do not have strong leadership qualities.

In entrepreneurship, it is important for a person to have high motivation to be able to carry out entrepreneurial activities, which will influence several factors, one of which is entrepreneurial intention. According to Sarosa in Rosmiati (2015:22) "motivation is an impulse from within a person who encourages that person to do something, including becoming a young entrepreneur". According to Baum, Frese and Baron in Rosmiati (2015: 22) explain that "motivation in entrepreneurship includes motivation that is directed at achieving entrepreneurial goals, such as goals that involve the introduction and exploitation of business opportunities". From this understanding it can be concluded that motivation is an encouragement from within a person to do something, including becoming an entrepreneur, high motivation will form a mental and



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The Influence of Motivation on Entrepreneurial Behavior

The results of path analysis calculations (direct influence) in table 2 show that there is an influence of motivation on entrepreneurial behavior with a significance value of $0.000 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted. Based on this, it can be seen that motivation has a significant effect on entrepreneurial behavior. The findings in this research are that the better the student's level of motivation in entrepreneurship, the better their entrepreneurial behavior, and vice versa. Based on the results of data processing, the interval level value (NJI) shows that the student's personality is included in the high category. This shows that the majority of students have the motivation to carry out entrepreneurial activities, so directly all students have entrepreneurial behavior.

According to Sarosa in Rosmiati (2015:22) "motivation is an impulse from within a person that encourages that person to do something, including becoming a young entrepreneur". According to Baum, Frese and Baron in Rosmiati (2015: 22) explain that "motivation in entrepreneurship includes motivation that is directed at achieving entrepreneurial goals, such as goals that involve the introduction and exploitation of business opportunities". From this understanding it can be concluded that motivation is an urge from within a person to do something, including becoming an entrepreneur. High motivation will form a mentality and mindset to try in every endeavor to achieve a successful future. High motivation will directly shape a student's behavior to behave as an entrepreneur.

The Influence of Entrepreneurial Intentions on Entrepreneurial Behavior

The results of path analysis calculations (direct influence) in table 2 show that there is an influence of entrepreneurial intention on entrepreneurial behavior with a significance value of $0.000 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted. Based on this, it can be seen that entrepreneurial intentions have a significant effect on entrepreneurial behavior. The higher the level of entrepreneurial intention that students have, the higher the level of behavior that students have in entrepreneurship. The findings in this research are that entrepreneurial intentions will influence a person's entrepreneurial behavior. Based on the results of data processing, the interval level value (NJI) shows that the student's personality is included in the



high category. This means that students fully have entrepreneurial intentions, this is shown by research results that students have the intention to become entrepreneurs with plans and efforts that lead to the creation of new businesses to meet individual or group needs.

The Influence of Personality Through Entrepreneurial Intentions on Entrepreneurial Behavior

The results of path analysis calculations (indirect influence) in table 3, show that personality has a significant influence on entrepreneurial behavior indirectly through entrepreneurial intentions, obtaining $t_{count} 3.157932483 > t_{table} 1.971603$, so it can be interpreted that there is a significant influence that personality has a significant influence on entrepreneurial behavior indirectly through entrepreneurial intentions.

CONCLUSION

Based on the results of the data analysis and discussion that has been carried out above, the conclusions that can be drawn in this research are: a) personality has a positive and significant effect on the entrepreneurial intentions of economics education students class 2018-2021 based on the results of path analysis calculations; b) Motivation has a positive and significant effect on the entrepreneurial intentions of economics education students class 2018-2021 based on the results of path analysis calculations; c) Personality has a positive and significant effect on the entrepreneurial behavior of economics education students class 2018-2021 based on the results of path analysis calculations; d) Motivation has a positive and significant effect on the entrepreneurial behavior of economics education students class 2018-2021 based on the results of path analysis calculations; e) Entrepreneurial intentions have a positive and significant effect on the entrepreneurial behavior of economics education students class 2018-2021 based on the results of path analysis calculations; f) There is a positive and significant influence of personality through entrepreneurial intentions on the entrepreneurial behavior of economic education students class 2018-2021; g) There is a positive and significant influence of motivation through entrepreneurial intentions on the entrepreneurial behavior of economic education students class 2018-2021

ADVANCED RESEARCH

It is hoped that future researchers will be able to look for other variables that can influence entrepreneurial behavior through entrepreneurial intentions and data from the results of this



research can be used as reference material for further research related to entrepreneurial behavior.

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