

## THE ROLE OF PERSONALITY, FAMILY ENVIRONMENT AND ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTEREST OF BATAM STATE POLYTECHNIC STUDENTS DURING THE COVID-19 PANDEMIC

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### ABSTRACT

*The purpose of this study was to determine the influence of personality, family environment, and entrepreneurship education on the entrepreneurial interest of Batam State Polytechnic students during the covid-19 pandemic. The research population is Batam State Polytechnic students with the criteria that they have received entrepreneurship course. The total respondents were 381 students. This study uses a quantitative approach and data collection through distributing questionnaires using google form. The results of the study are personality variables have an effect on student entrepreneurship interest. The family environment variable has no effect on the student's entrepreneurial interest. Finally, the entrepreneurship education variable has an effect on students' interest in entrepreneurship. The implications of the research are for Polibatam students to take part in entrepreneurial training and hone skills that can motivate themselves to become entrepreneurs. The implication for Polibatam is to become a facilitator and support activities that can increase students' interest in entrepreneurship.*

**Keywords:** *Personality; Family Environment; Entrepreneurship Education; Interest in Entrepreneurship*

### ABSTRAK

*Tujuan penelitian ini adalah untuk mengetahui pengaruh kepribadian, lingkungan keluarga, dan pendidikan kewirausahaan terhadap minat berwirausaha mahasiswa Politeknik Negeri Batam pada masa pandemi covid-19. Populasi penelitian ini adalah mahasiswa Politeknik Negeri Batam dengan kriteria telah mengikuti mata kuliah kewirausahaan. Jumlah responden sebanyak 381 siswa. Penelitian ini menggunakan pendekatan kuantitatif dan pengumpulan data melalui penyebaran kuesioner menggunakan google form. Hasil penelitian adalah variabel kepribadian berpengaruh terhadap minat berwirausaha mahasiswa. Variabel lingkungan keluarga tidak berpengaruh terhadap minat berwirausaha siswa. Terakhir, variabel pendidikan kewirausahaan berpengaruh terhadap minat berwirausaha siswa. Implikasi dari penelitian ini adalah mahasiswa Polibatam dapat mengikuti pelatihan kewirausahaan dan mengasah keterampilan yang dapat memotivasi diri untuk menjadi wirausaha. Implikasinya bagi Polibatam adalah menjadi fasilitator dan penunjang kegiatan yang dapat meningkatkan minat mahasiswa untuk berwirausaha.*

**Kata Kunci:** *Kepribadian; Lingkungan Keluarga; Pendidikan Kewirausahaan; Minat Kewirausahaan*

## 1 INTRODUCTION

Covid-19 pandemic that has hit Indonesia since March 2020 has had an impact on all public activities. Many companies from various business sectors have suffered losses due to the pandemic. Layoffs of employment is chosen by the company to avoid greater losses. Based on a survey conducted by Jobstreet Indonesia in 2020, 35% of workers were laid off and 19% of workers were temporarily laid off. The impact of layoffs made the unemployment rate in Indonesia increase by 26.2% based on data obtained from the BPS in 2020. According to BPS data in February 2021, Indonesia's unemployment reached 8.75 million and Indonesia's Open Unemployment Rate (TPT) reached 6.26% in February 2021. TPT increased 1.32% points compared to 4.99% in February 2020. BPS data also shows that unemployed university graduates almost reached 1 million people in February 2021.

One solution to overcome unemployment in Indonesia is through job creation or entrepreneurship. Entrepreneurship has a role in economic growth because it can create many new types of jobs (Sisilia, 2017). According to the Ministry of Industry of the Republic of Indonesia, the international standard for the entrepreneurial ratio is 2%. Reporting from katadata.com, the Minister of Cooperatives and Small and Medium Enterprises (SMEs) Taten Masduki said, the ratio of entrepreneurship in Indonesia is currently at 3.47% of the total population. This figure is still low compared to other ASEAN countries such as Thailand at 4.2%, Malaysia at 4.7%, and Singapore at 8.7%. Seen from the percentage ratio of entrepreneurship, it can be seen that the interest in entrepreneurship in Indonesia is still low. Low interest can have an impact on economic problems.

There are several factors that influence the interest in entrepreneurship, one of which is personality. The lack of

entrepreneurship in Indonesia is because the Indonesian people do not have a personality in entrepreneurship. Indonesian youth prefer to be job seekers than entrepreneurship because they do not want to take risks and lack confidence in facing challenges as entrepreneurs (Aristuti & Widiyanto, 2019). Personality can also be formed from family environmental factors. According to Alma (2007) The environment in the form of "role models" also affects the interest in entrepreneurship. These role models usually look at parents, siblings, or other families who have successfully started their own businesses, thereby generating interest in following in their footsteps. Apart from the family environment, educational factors can also generate interest in entrepreneurship. One's formal education can be a key factor for success as an entrepreneur (Alma, 2007).

In this study, the authors want to examine the variables that affect the interest in entrepreneurship with the object of research in Batam State Polytechnic students. The object retrieval is based on a phenomenon that occurs where the Batam State Polytechnic itself has applied entrepreneurship courses to its students and the impact of the pandemic felt by all students. Authors found that during the pandemic many students started trying to become entrepreneurs to increase their income. This was also proven in a study, which showed that during the COVID-19 pandemic the number of students starting entrepreneurship increased compared to before the pandemic. Before the pandemic of 200 respondents only 26% of students started entrepreneurship and during the pandemic experienced a positive change to 55.5% of 200 respondents (Kammawati & dkk, 2021). The existence of an interest in entrepreneurship is one thing that is still needed in the midst of an unpredictable condition like today.

In a previous study conducted by Aristuti & Widyanto (2019) revealed that the variables that influence the interest in entrepreneurship are personality, family environment, and entrepreneurship education. This research is the development of research from Aristuti & Widyanto (2019) The thing that distinguishes this research from previous research is time and conditions. In this study, researchers focused more on time and conditions during the pandemic.

## 2 LITERATURE STUDY

### John Holland's Theory of Interest

John Holland's theory of interest is the theory used in this study. This theory explains career interest, which can be related to interest in choosing a job, such as interest in entrepreneurship. The theory put forward by John Holland explains that the choice of work or status is related to genetic factors (heredity) and all factors that influence culture, friends, parents and adults. In this theory Holland divides six types of personality and six types of environment that can influence a person's interests, namely realistic, investigative, artistic, social, entrepreneurial, and conventional. Or commonly abbreviated by the letters RIASEC. Holland further explained that someone who has the entrepreneurial type is described as persuasive, verbal, open, self-accepting, confident, aggressive, and exhibitionistic (likes to show his abilities). This theory also focuses on self-ability, educational behavior (educational behavior), social behavior and personality.

### Personality

According Alma (2007) Personality is most of the psychological qualities that are inherited or acquired by a person that is distinctive so that it makes someone unique. Based on this definition, it can be concluded that personality is a set of behavioral characteristics and distinctive traits, which are used to react and adapt to different situations. In research conducted by Afifah & dkk (2020) mentions that personality has a positive and significant effect on interest in entrepreneurship. The statement that personality has a positive and significant effect on interest in entrepreneurship is also supported by the results of research conducted by Supriaman (2019). Therefore, the hypothesis developed by the researcher is as follows: H1: Personality has an effect on entrepreneurial interest.

### Family environment

According Yanti (2014) The family environment is the first environment that influences the development and behavior of children. In the family there are social interactions such as sympathy, cooperation, mutual help, so it can be concluded that children first learn to play a role as social beings from the family environment. In research conducted by Amanda & Usman (2020) mentions that the family environment has a significant positive effect on entrepreneurial interest. The statement that the family environment has a significant effect on interest in entrepreneurship is also supported by the results of research conducted by Wahyuningsih (2020). Therefore, the hypothesis developed by the researcher is as follows:

H2: Family environment has an effect on interest in entrepreneurship.

### **Entrepreneurship Education**

According Tangkeallo (2021) Entrepreneurship education is a way to share knowledge, descriptions, and lessons to others so that they are interested in choosing a career as an entrepreneur. Entrepreneurial knowledge can shape students' thoughts, attitudes, and behaviors to become true entrepreneurs so that it directs them to choose entrepreneurship as a career choice (Supriaman, 2019). The statement that entrepreneurship education has a positive and significant effect on interest in entrepreneurship is also supported by the results of research conducted by Afifah & dkk (2020). Therefore, the hypothesis developed by the researcher is as follows:

H3: Entrepreneurship education has an effect on interest in entrepreneurship.

### **Entrepreneurial Interest**

According Supriaman (2019) Interest is a constant tendency in a person to feel interested in a particular field and happy when involved with the thing of interest. According Suryana (2006) Interest in entrepreneurship is the tendency of a person's thinking in creating a business, managing, taking risks, and developing the business it produces.

## **3 RESEARCH METHODS**

This study uses quantitative methods. The purpose of the study was to determine the influence of personality, family environment, and entrepreneurship education on student entrepreneurship

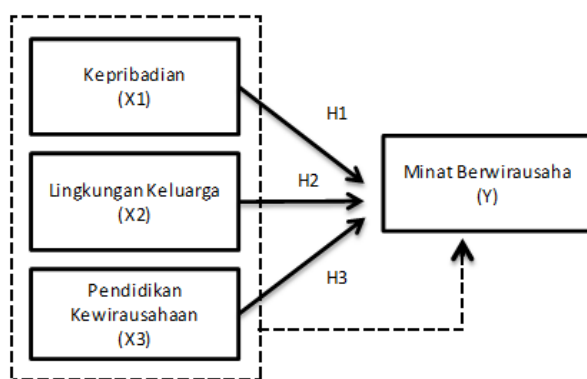
interest during the COVID-19 pandemic. Sources of data are primary data obtained directly from respondents using a questionnaire as a research instrument. This study uses a rating scaling method, namely the Likert scale to measure respondents' opinions. Each question consists of four points including strongly agree, agree, disagree, and strongly disagree. The object of this research is the students of Polibatam. Researchers used the Slovin formula to determine the number of samples of 381 respondents. The sampling technique used in this study used a purposive sampling method with the criteria, namely, Polibatam students who had received entrepreneurship courses. This object was chosen because Polibatam has given entrepreneurship courses to its students so that it is in accordance with the research criteria and is expected to represent the population.

This study uses a questionnaire to collect data, it is necessary to test the validity and reliability. Furthermore, to determine the effect of the independent variable on the dependent, the data were analyzed using multiple linear regression, namely the t test (parsial), f test (simultan), and determination R. The classical assumption test conditions were not used in this study. According to Sayan Mukherjee's opinion based on the law of large numbers, it is stated that the greater the number of experiments and samples involved in a study, the results of the research will be closer to reality in the field. Normality test which is part of the classical assumption test is required when the number of observations is less than 30. If the data is more than 30, then there is no need for a normality test and can be ignored (Ajija,

2011). As long as those who fill out the form are all student members who have taken entrepreneurship courses, the data in this study is included in the exception of multiple linear regression which requires the data to be normal.

The regression equation model of each hypothesis is mathematically:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$



Information:

Y: Entrepreneurial Interest

X1: Personality

X2: Family Environment

X3: Entrepreneurial Education

$\alpha$ : Constanta

$\beta_1$ - $\beta_3$ : Regression Coefficient

$\varepsilon$ : Error or Confounding Variables

The research hypothesis model is as follows:

**Figure 1**  
Research Hypothesis Model

In this study, a questionnaire was used to collect data from 381 respondents. The following is a description of the characteristics of the respondents:

**Table 1**  
Characteristics of Respondents

NO	Gender	Amount	%
1	Female	174	45,67%
2	Male	207	54,33%
	<b>Total</b>	<b>381</b>	<b>100%</b>
No	Major	Amount	%
1	Business Management	159	42%
2	ElectricalEngineering	39	10%
3	Technical Information	115	30%
4	MechanicalEngineering	68	18%
	<b>Total</b>	<b>381</b>	<b>100%</b>

Respondents of this study amounted to 381 responden. Based on gender, there are 207 respondents (54.33%) are women, while 174 respondents (45.67%) are men. Meanwhile, based on the majors, respondents from the Business Management major were 159 people (42%), the Electrical Engineering major was 39 people (10%), the Informatics Engineering major was 115 people (30%), and the Mechanical Engineering department was 68 people (68 %).

**Table 2**  
Descriptive Statistics (Minimum and Maximum Values)

Variable	N	Min	Max	Avg.
Personality (X <sub>1</sub> )	381	1	4	4
Family Environment (X <sub>2</sub> )	381	1	4	3
Entrepreneurship Education (X <sub>3</sub> )	381	1	4	3
Entrepreneurial Interest (Y)	381	1	4	4

The variables of personality, family environment, entrepreneurship education and interest in entrepreneurship have the same minimum and maximum data, namely 1 (strongly disagree) for the minimum value and 4 (strongly agree) for the maximum value. Meanwhile, on average,

the Personality variable has an average value, which is 4 (strongly agree), the Family Environment variable and Entrepreneurship Education have the same value, which is 3 (agree), and the entrepreneurial interest variable has a value of 4 (strongly agree).

### Validity test

In quantitative research, to determine whether or not the questions asked of the respondents are valid, a validity test is carried out. The way to do validity testing is to compare r count with r table determined from the number of samples and the level of confidence. Because this study has 381 samples, with a 95% confidence level, the r-table is 0.098.

**Table 3**

Personality Variable Validity Test Results

Variabel	r-count	r-table	Result
X1.1	0.746	0.098	Valid
X1.2	0.528	0.098	Valid
X1.3	0.806	0.098	Valid
X1.4	0.684	0.098	Valid

The results of the validity test for the independent variable of personality showed valid results so that there were no items that needed to be deleted.

**Table 4**

Family Environment Variable Validity Test Results

Variabel	r-count	r-table	Result
X2.1	0.611	0.098	Valid
X2.2	0.718	0.098	Valid
X2.3	0.732	0.098	Valid
X2.4	0.715	0.098	Valid
X2.5	0.522	0.098	Valid
X2.6	0.559	0.098	Valid

The family environment independent variable also showed valid results so that there were no items that needed to be omitted.

**Table 5**

Entrepreneurship Education Validity Test Results

Variabel	r-count	r-table	Result
X3.1	0.801	0.098	Valid
X2.2	0.808	0.098	Valid
X3.3	0.783	0.098	Valid

In the last independent variable, namely entrepreneurship education, all questions have an r-count above the r-table so that it can be said to be valid.

**Table 6**

The Result of the Validity Test of Entrepreneurial Interest Variables

Variabel	r-count	r-table	Result
Y 1	0.746	0.098	Valid
Y 2	0.528	0.098	Valid
Y 3	0.806	0.098	Valid

From the results above, it can be concluded that all dependent variables are declared valid.

### Reliability Test

If the validity test is intended to determine whether or not a research instrument is valid, then reliability is simply the ability of a research instrument to provide the same or consistent answer results. Usually in research reliability is tested using Cronbach's Alpha, here is the scale:



**Table 7**  
Cronbach's Alpha Value Criteria

Nilai Cronbach's Alpha	Reability Level
0.0 – 0.20	Less Reliable
0.20 – 0.40	Rather Reliable
0.40 – 0.60	Quite Reliable
0.60 – 0.80	Reliable
0.80 – 1.00	Very Reliable

The results of the research instrument reliability testing using SPSS are as follows:

**Table 8**  
Cronbach's Alpha Reliability Test Results

Variabel	Total Question	Cronbach's Alpha
Personality	0.647	4
Family Environment	0.714	6
Entrepreneurship Education	0.703	3
Entrepreneurial Interest	0.749	3

Because Cronbach's alpha score is in the range  $>0.647$  to  $>0.749$ , it can be concluded that the series of questions in this research instrument are reliable in producing consistent answers.

### T Test

According Ghozali (2013) The t-test was conducted to test the research hypothesis regarding the effect of each independent variable partially on the dependent variable. The t-test explains that, as summarized in table 9, the coefficient value for the personality variable = 0.315, t count of  $8.716 > t$  table of 1.962 and sig  $0.000 < 0.05$  which means that personality has an effect on student entrepreneurship interest. This supports the testing of hypothesis 1 then the hypothesis can be accepted. The coefficient value for the

family environment variable = 0.026, t count of  $1.120 < t$  table 1.962 and sig  $0.264 > 0.05$  which means that the family environment has no effect on student entrepreneurship interest. This rejects the testing of hypothesis 2, so the hypothesis cannot be accepted. The coefficient value for the entrepreneurship education variable is = 0.200, t count is  $4.701 > t$  table 1.962 and sig  $0.000 < 0.05$  which means that entrepreneurship education has an effect on student entrepreneurship interest. This supports the test of hypothesis 3 then the hypothesis is accepted.

T table can be calculated by the following formula:

$$t \text{ table} = t(2;n-k-1) = t(0.025;377) = 1.962$$

**Table 9**  
T-test result

Variabel	B	Std. Error	t	Sig
(Constant)	4.102	.471	8.716	0.000
Personality	0.315	0.038	8.296	0.000
Family Environment	0.026	0.023	1.120	0.264
Entrepreneurship Education	0.200	0.043	4.701	0.000

### F Test

According Sugiyono (2019) The F test aims to determine the effect of the independent variables simultaneously.

F table can be calculated by the following formula:

$$F \text{ Table} = F(k;n-k1) = F(3;378) = 2.60$$

**Table 10**  
F-test result

Model	Sum of Squares	Mean Square	F	Sig
Regression	214.937	71.646	77.018	0.000
Residual	350.701	0.930		
Total	565.638			

- a. Dependent Variabel: Y  
b. Predictors: (Constant), X3, X2, X1

Because sig 0.000 is smaller than 0.05 and F count 77,018 is greater than F table, it can be concluded that there is a simultaneous and simultaneous effect of the variables X1, X2, and X3 on Y.

#### Determinasi R<sup>2</sup>

**Table 11**

Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,616	0,380	0,375	0,964

- a. Predictors: (Constant), Personality, Family Environment, EntrepreneurshipEducation

Table 11 shows the value of the coefficient of determination contained in the Adjusted R Square value of 0.375. This means that the ability of the independent variable to explain the dependent variable is 37%, the remaining 63% is explained by other variables not discussed in this study such as motivation and attitudes.

## 4 RESULT AND DISCUSSION

Based on the results of the hypothesis test on the t test, explaining that the personality variable can be accepted

because the value of sig < 0.05, this result is in accordance with the theory used, namely John Holland's theory of interest which emphasizes personal abilities, social behavior, and personality in terms of entrepreneurship. Holland further explained that someone who has an entrepreneurial type is characterized as a person who is persuasive, verbal, open, self-accepting, confident, aggressive, and exhibitionistic. In line with previous research conducted by Afifah & dkk (2020) concluded that personality has a positive and significant effect on entrepreneurial interest. The results of research conducted by Supriaman (2019) also shows that personality has a positive and significant effect on entrepreneurial interest. Personality can explain that someone who has a business-oriented attitude will appear interested in entrepreneurship.

Based on the results of the hypothesis test on the t test, the family environment variable cannot be accepted because the sig > 0.05. The results of research conducted by Wulandari (2020) also shows that the family environment does not affect the interest in entrepreneurship. This is due to external environmental factors such as college friends or other people that influence students to have an interest in entrepreneurship.

Based on the results of the hypothesis test on the t test, the entrepreneurship education variable is sig < 0.05, so hypothesis 3 can be accepted. Supported by the same theory before, namely the interest theory of John Holland which states that a person's educational behavior can affect interest in entrepreneurship. The results of research conducted by Afifah & dkk (2020) concluded that entrepreneurship education



has a positive and significant effect on interest in entrepreneurship.

## 5 CONCLUSION AND SUGGESTION

The conclusion of this study is that personality influences students' interest in entrepreneurship, thus H1 is accepted. The family environment does not affect the interest in entrepreneurship, thus H2 cannot be accepted. Entrepreneurship education has an effect on students' interest in entrepreneurship, thus H3 is accepted. Suggestions for further research that chooses a theme similar to this research, it is better to add new variables so that they can add new references for other research. Then it is suggested for the Batam State Polytechnic to provide direction and motivation to maintain student entrepreneurship interest with various activities such as entrepreneurship training and the development of entrepreneurial activities in the form of bazaar events or other visitor activities.

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