

# The Impact of Big Five Personalities and Entrepreneurship Education on Entrepreneurial Intentions

Siti Nurjanah<sup>a</sup>, Ari Saptono<sup>b</sup>, Agus wibowo<sup>c</sup>, Eeng Ahman<sup>d</sup>, Soraya<sup>e</sup>, Suparno<sup>f\*</sup>, <sup>a,b,c,e,f</sup>Faculty of Economics, Universitas Negeri Jakarta, Indonesia, <sup>d</sup>Faculty of Economics, Universitas Pendidikan Indonesia, Indonesia, Email: <sup>f\*</sup>[suparno@feunj.ac.id](mailto:suparno@feunj.ac.id)

This study aims to determine the influence of entrepreneurship education and the big five personalities on the Student Entrepreneurial Intention. The research method used was a survey and this is a quantitative research with data analysis using path analysis. The population in this study were all students of economic education courses at the State University of Jakarta, totalling 303 students. The sampling technique used was Simple Random Sampling, so the samples in this study were 160 respondents. Data processing in this study uses SPSS version 24.0. The results obtained from this study was: (1) There is a positive and significant effect of entrepreneurship education on big five personalities (2) There is a positive and significant effect between entrepreneurship education on entrepreneurship intentions (3) There is a positive and significant influence of the big five personalities on entrepreneurship intentions. The effect of entrepreneurship education and big five personalities together on entrepreneurial intentions can be seen from the correlation of coefficient of determination coefficient (R<sup>2</sup>) of 0.251. The variations in entrepreneurship intentions can be explained by entrepreneurship education and the big five personalities by 25.1% while the remaining 74.9% is determined by other factors.

**Key words:** *Entrepreneurship Education, Big Five Personality, Entrepreneurship Intention.*

## Introduction

Indonesia is the fourth most populated country in the world. In 2020, Indonesia's population will reach 271 million (Bappenas, 2015) and a portion of the population has middle to poor income. A large population is one of the advantages when viewed in terms of a large market to sustain the development of the industry in the country and is a big strength in terms of

human resources if it can be developed properly. On the other hand, with a large population, the Indonesian Government faces a variety of major social problems, namely providing education, food and clothing facilities, large employment opportunities, and other problems.

Population growth that continues to grow every year will increase the number of workers so that the number of jobs that must be provided must also continue increased. Unemployment due to the increase in the number of workers which is greater than the availability of employment. Unemployment and poverty are classic problems that occur in developing countries, including in Indonesia. High unemployment is a phenomenon that occurs in Indonesia. Like the opinion expressed by Dewita Yulna in the Journal of Economics and Economic Education: "The large number of people who want to enter the workforce is not proportional to the available jobs. One factor that causes high unemployment in Indonesia is that too many workers are directed to the formal sector so that when they lose jobs in the formal sector, they do not try to create their jobs in the informal sector. " (Yulna, 2013).

The high unemployment rate in Indonesia is a phenomenon that is happening right now. Limited employment opportunities have increased the number of unemployed. A country will advance if entrepreneurs are at least 2% of the population. According to a report released by Global Entrepreneurship Monitor, in 2005, Singapore had entrepreneurs as much as 7.2% of the population, while Indonesia only had entrepreneurs 0.18%. According to Thurow (1999): "there is no institution that can replace the individual role of business owners as agents of social and economic change. More and more people who are entrepreneurs will be able to give birth to many jobs. Increasing the number of jobs, making it easier for people to choose the most preferred jobs and match their expertise, also choose companies that can provide the best service and welfare. In turn, socioeconomic life will improve.

Entrepreneurship requires courage to take risks and dare to face obstacles as a consequence of the things done and if it fails the individual does not look for reasons from the obstacles or obstacles encountered (Wijaya, 2007). Hofstede (1982) identified four prominent features in Asian cultures including Indonesia, one of which is uncertainty avoidance. Culture and results are significant for intention prediction. While Kennedy et al (Boissin, 2009) showed that in a sample of one thousand seventy-five Austrian students, nearly 53% of attitudes toward behaviour, subjective norms and behavioural control illustrate variations in intention in creating a new business, with attitudes that tend to be shown to be almost the same as the factors of entrepreneurial intentions.

Almost all universities have included Entrepreneurship courses in their curriculum as one of the main subjects that must be taken by all students. Entrepreneurship education not only provides a theoretical foundation on the concept of entrepreneurship but forms the attitudes, behaviours, and mindset of an entrepreneur. Attitudes, behaviours, and interests towards



entrepreneurship of a student are influenced by education. Entrepreneurship can shape the mindset, attitudes, and behaviour of students to become true entrepreneurs so that it directs them to choose entrepreneurship as a career choice.

But not everyone has a positive perception of entrepreneurial activities. Some people think that working at a company is more prestigious and can avoid the risk of loss. This can be seen from some Universitas Negeri Jakarta, Economic Education Study Program students who are more likely to choose to work for other people, for example working in companies and becoming teaching staff in an educational institution, because they think they will get a certain and more promising income.

In addition to education, other factors are thought to be able to foster entrepreneurial intentions, namely personality. Ajzen (Sah, 2013) state intentions are influenced by 3 main factors, namely belief in behaviour, subjective norms and acceptance of behavioural control. The factors that influence this behaviour are personality factors. The emergence of entrepreneurial intentions in a person is influenced by several things, such as demographic characteristics, environmental characteristics and also the personality characteristics of the person (Indiarti and Rostiani, 2008).

Personality can be translated into a variety of theories and measuring tools that are standardised for testing. One of the various theories about personality can be explained through the theory of the big five personalities. From the research conducted by Costa and McCrae (Ambadar, 2006) for 10 years, it is known that all dimensions of The Big Five Personality have a very close relationship with success in the field of business or work that requires social interaction. As an element that is carried from birth, each personality types play an important role in stimulating and motivating someone to produce something better. A person with a high level of five-factor personality type tends to create changes in what he does, dare to face all risks and changes that occur around him, work systematically and indiscipline and be able to control the atmosphere. These things are absolute conditions that must be owned by someone who will be involved in the business world. Students of the Accounting Study Program and Cooperative Economics Education prefer to work first. This shows that the nature of their leadership has not been fully formed because they still want to become an employee. Fear of opening a business was also assessed because some students lacked the courage to take risks. A good personality will certainly support someone in entrepreneurship. But not many people have the personality mentioned before. Lack of encouragement from one's personality will affect one's desire in establishing a business.

Big ideas that bring about changes in human life are born from the concerns of people who are motivated to ease the burden between people. These people have an obsession with how to provide the best work for human welfare. If people think like that it means they have saved entrepreneurial talent (Baumaseppe, 2001).

A survey of 100 Economics faculty students who were successful researchers found that students who had the intensity to establish their businesses or choose a career as an entrepreneur when they graduated totalled 19 people, while 68 students chose careers as teachers or teaching staff, 9 students want to work in the company as employees and 4 students who choose other jobs, namely to become a housewife. Intention or interest of students will grow and get stronger if someone has a good education of entrepreneurial activities, get support from their surroundings, have confidence that they can set up their own business and overcome all problems, and have the right personality as an entrepreneur.

## **Literature Review**

### ***Intention of Entrepreneurship***

The intention is a component that exists in individuals who refer to the desire to perform certain behaviours. The connection between intention and behaviour is due to intention of a person's estimation of how likely it is to carry out a behaviour. High intentions produce motivational factors that will indicate how strong the desire and effort of the individual to display the behaviour.

Riyanti (2008:) which states that "intention can show how much a person's will to try to do a certain behaviour". Bandura (Wijaya, 2007) states; intention is a determination to carry out certain activities or produce certain conditions in the future. The intention is a vital part of individual self-regulation which is motivated by one's motivation to do something. Intention can be defined as a person's intention to perform a behaviour. The intention is a term related to action and is an important element in several actions, which indicate the state of mind of someone who is directed to act. Intention plays a unique role in directing. It can be concluded that intention is a desire or intention of someone in carrying out a certain action or activity in the future.

Hisrich, Peters, and Shepherd (2010) state that intention is something that needs to be fought for. The intention will direct individuals to strive to display behaviours that become the desires and aspirations of individuals. Based on the definitions above, it appears that there are some similarities regarding intentions, so it can be concluded that the intention is the desire or aspirations of a person and how much effort that person has in carrying out behaviour in the future.

The intention is often associated with entrepreneurship. The definition of entrepreneurship according to Jeffrey A. Timmons (Sim, 2006) is " is a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach, and balanced leadership." Entrepreneurship is seen as the ability to look for opportunities, regardless of the limited resources they have.

Understanding the concept includes the ability and courage to take risks and expertise possessed to lead others towards predetermined insights.

Furthermore, Drucker (Sya'roni and Sudirham, 2012) stated: "Entrepreneurship is an activity of producing something new and different from thinking creatively and acting innovatively in achieving an opportunity that exists." Creative and innovative ways of thinking are used to manage the abilities and resources of individuals to form a creation that brings profit. So from the above theory, it can be concluded that entrepreneurship is a way of thinking that is used to create something new and provide a business to achieve profit and prosperity.

Individuals who are entrepreneurs are called Entrepreneurs. More clearly, the definition of entrepreneurs according to Sim (2006) is: a person who spots opportunities and starts his or her own business, using personal creativity, skills, knowledge, resources, and effort. The entrepreneur may operate on his or her own at the start-up of a company but may employ other people when the business grows." Sim said entrepreneurs have an individual with a set of opportunities to start a business through the ability of creativity, skills, resources, and business. Entrepreneurs may manage the company they build by supporting others. So it can be concluded that an entrepreneur can make a good contribution to the country to increase employment opportunities for the community.

In line with Sim, Prawirokusuma (Suryana, 2001) argues "Entrepreneurs are those who make creative efforts by developing ideas, and gathering resources to determine opportunities and improvements in life." So it can be concluded that entrepreneurs are people who have and look for opportunities and then develop them into a new business. As explained before, the intention is a desire, determination, so that if it is associated with entrepreneurship it becomes a determination to establish a business. Krueger state that "entrepreneurial intentions reflect one's commitment to starting a new business and is a central issue that needs to be considered in understanding the entrepreneurial process of establishing a new business. Entrepreneurial intention is a desire doing productive activities effectively that directing individuals to utilize and implement relevant concepts of new business" (Mahendra et al., 2017)

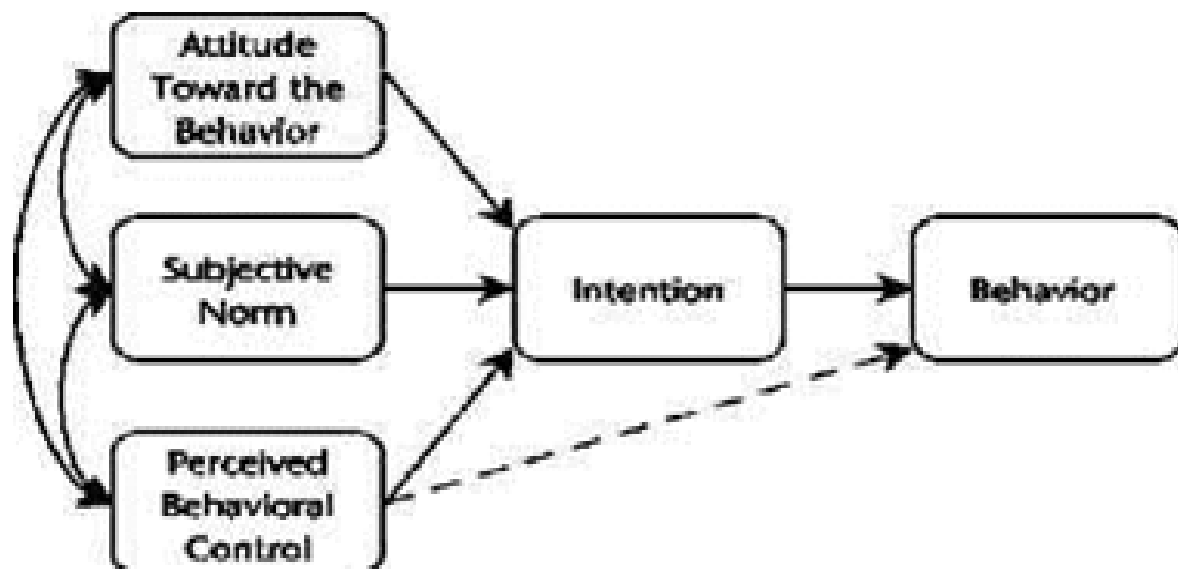
So from the explanation above, it can be concluded that entrepreneurial intentions are one's commitments that lead to starting and developing new business concepts. This commitment shows that the desire to establish a business is not just a desire, but needs to be given special attention to the planning, establishment, and development process. Furthermore, Thompson (2009) stated; "Entrepreneurial intention a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do in the future" entrepreneurial intentions as the seriousness of individual business consciously, to plan independent business in the future.

Thus, from all the above definitions explained above, the intention of entrepreneurship can be synthesized as the desires and aspirations of individuals to establish and plan new business concepts in the future. The researcher emphasizes the desire to establish and plan future businesses and choose a career as an entrepreneur as an indicator. Theory Reasoned Action (TRA) was first coined by Ajzen. This theory is structured using the basic assumption that humans behave comparably and consider all available information. Based on Ajzen's planned behaviour theory (2005), the intention has three basic determinants, namely individuals in nature, social influence, and control problems.

### *Theory of Planned Behaviour*

The first determining factor for intention is the individual's attitude toward behaviour or belief behaviour. The second determinant is someone's perception of social pressure about what to do and not to do, it is related to subjective norms. The third is self-efficacy in doing interesting things and this is called behaviour control. This theory assumes behavioural beliefs; subjective norms and behavioural control are forms of the emergence of an intention. The following is a representative picture of the formation of intentions as explained.

**Figure 1.** *The theory of planned behaviour Source. (Ajzen, 2005)*



Ajzen (Abrorry & Sukamto: 2013) defines intention as a form of indication of individual readiness in displaying behaviour and it is considered as a form of behaviour that has been carried out by individuals. The form of readiness in an individual can be seen from the intentions of the individual when the individual's readiness is high, it can be indicated that the intentions owned are also high.

Intention indicates how strong the individual's desire to do something and how much effort is planned in the face of pressure. According to Nursito and Nugroho (2013), "intention is a function of attitudes that may be displayed in certain behaviours. The intention is a mediator of the influence of motivational factors that allow being able to bring up behaviour. The intention is also defined as an individual's tendency to do something or not. "

The intention is defined as a person's intention to perform a behaviour based on attitudes and subjective norms of the behaviour. Subjective norms arise from normative beliefs about behavioural consequences, and normative beliefs due to behaviour are formed from the feedback given by the behaviour itself (Fishbein and Ajzen, 1975). The same was said by Wijaya (2007) that "intention is the sincerity of one's intention to perform an act or bring about a certain behaviour". Linan in his research (2004), said: "intention is a fundamental element that can explain a behaviour". Reinforced by Armitage and Corner (Jackson, 2005) who revealed that "as a predictor of behaviour, the intention is seen as an indispensable motivation when someone will commit certain behaviours". Fishbein and Ajzen (Wijaya, 2007) explained that "intention is a successful predictor of behaviour because it bridges attitudes and behaviour". Furthermore, Krueger and Carsrud (Indarti and Rostiani, 2008) stated that "intention has been proven to be the best predictor of entrepreneurial behaviour".

Entrepreneurial skills need to be developed through education and literacy as a basis for entrepreneurship knowledge and development (Suparno & Saptono, 2018), (Wibowo et al., 2018). Anne Roe added that the interests of a person could help achieve one's success because an interest in a person can cause feelings of liking, as well as a sense of attraction that can affect the intensity. Someone gave the response on the condition or stimulus that occurs in his or her environment. Entrepreneurship programs and their achievements need to be measured and developed as a form of entrepreneurial learning (Saptono & Najah, 2018).

Meredith (2000) states that entrepreneurs are individuals who can see business opportunities, gather the resources needed to take advantage and make the right decisions to ensure success. Also, an entrepreneur is action-oriented and highly motivated to take risks in pursuing goals. This agrees with Longnecker, Moore, and Patty (Azwar, 2013) in that an entrepreneur is a decision-maker who helps the formation of a free enterprise economic system. Most of the drivers of change, innovation, and progress in our economy will come from entrepreneurs; people who can take risks and accelerate economic growth.

According to Ajzen (Sarwoko, 2011), the formation of intentions can be explained by TPB, which assumes that humans always have goals in behaviour. This theory states that intention is a function of three basic determinants, namely: attitude to behave (attitude), subjective norms (subjective norm), and perception of behavioural control (perceived behaviour control). Explanation from the Theory of Planned Behaviour (TPB) is:

- (1) Attitude to behave (attitude), which is the basis for the formation of intentions. Attitudes toward behaviour are influenced by the belief that the behaviour will bring desired or undesirable results. There are two main aspects of attitudes towards behaviour, namely: the individual's belief that displaying or not displaying certain behaviours will produce certain consequences or results, and is an aspect of individual knowledge about the object of attitude can also be an individual opinion that is not necessarily reality. The more positive the individual's beliefs will be the result of an attitude object, the more positive the individual's attitude towards the object will be, and vice versa.
- (2) Subjective norms (subjective norm), namely individual beliefs about norms, those around them and individual motivation to follow these norms. There are two main aspects of subjective norms, namely: belief in expectations of norms of reference and motivation of individuals' willingness to carry out or not carry out the opinions or thoughts of other parties that are considered important that individuals must or should not behave.
- (3) Perceived Behaviour Control, which is the basis for the formation of perceived behavioural control. Perceived behaviour control is a perception of the strength of the factors that facilitate or complicate behaviour. According to Indarti and Kristiansen (2003), entrepreneurship intentions are influenced by three things namely demographic factors and individual background, personality factors, and finally the contextual element factors.

Demographic factors include gender, age, one's educational experience and factors characteristic of a person's personality. Mc Clelland in Indarti and Rostiani (2008) introduced the concept of the need for achievement as a psychological motive. Furthermore, Mc Clelland asserted that the need for achievement as one of the characteristics of one's personality that would encourage someone to have entrepreneurial intentions. Friedman and Shustack (2008) explain that someone who needs achievement has a tendency to persevere and even is compelled to fulfil the task entrusted to him. Indarti and Rostiani, (2008) suggest that contextual elements include three factors that affect entrepreneurs, namely their access to capital, information and the quality of social networks they have, which is called instrument readiness.

Based on the description above, it can be concluded that the intention of entrepreneurship is the desire or intention that exists in a person to display entrepreneurial behaviour that can be seen from the intention of individuals to be able to take risks, take advantage of opportunities, become a creative and independent person and be able to process existing resources.

### ***Entrepreneurship***

Education is something that can not be separated from people's lives. Education is a very complex activity. Almost all aspects of human life are related to the education process.





Through education, character and human nature can be formed to become human beings who have skills and intelligence.

Education can start with the family, community, and government. Redja Mudyaharjo (Gemala Widiyarti, 2013) stated education is a conscious effort undertaken by family, community, and government, through guidance, teaching, and training activities that take place at school and outside of school for life, to prepare students to can play a role in various environments precisely in the future.

According to Sugihartono et al (Chalik & Rahayu, 2018) education is an effort made consciously to change human behaviour both individually and in groups to mature humans through teaching and training efforts so that they can be responsible for all their actions. With the acquisition of higher education, it will also increase the ability and skills they have. Someone who has a higher education tends to earn a higher income compared to someone who has a low education.

Based on the explanation above, it can be concluded that education is a conscious and planned effort to realize the learning process to mature students and develop their potential so that they have knowledge and skills. The learning process can occur in the family, community, school or outside the school.

Entrepreneurship education can be an agent of social change. In the World Economic Forum in Switzerland, Peter F. Drucker (Sulistiyowati et al., 2016) draws the following conclusions. "Most of what you hear about entrepreneurship is all wrong. It's not magic it 'mysterious snot, and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned".

The development of entrepreneurial abilities is influenced by individual values, motivation, learning, abilities, relationships, and desired goals (Rae, 2000). Bygrave (Buchari Alma, 2005) states that business interest is not brought from birth but grows and develops by influencing factors, such as personality and environmental factors of a person. Alma (2011) stated that two things encourage a person's interest in entrepreneurship, namely Personal Attributes and Personal Environment. Koch (2002) explains that the focus in this theory is on subjects who take innovative actions as entrepreneurs to produce added value through change. From an economic point of view, the creation of something new is not an accidental discovery. This is more driven by intensive to achieve something better by creating something new. An entrepreneur recognises the opportunity, so they challenge themselves to solve existing problems and find new solutions to be accepted by the market and benefit from it.



The definition of education is a conscious and planned effort to realize the learning process to mature students and develop their potential so that having knowledge and skills and the definition of entrepreneurship is a creative and innovative ability to create something new that has benefits for oneself and others and being able to face problems and take advantage of opportunities. Entrepreneurship education can be defined as an effort by educational institutions to instil knowledge, values, souls and entrepreneurial attitudes to students and students to equip themselves to become independent, creative and innovative human beings.

It also aims to create new entrepreneurs that are reliable and of character and can improve the welfare of the community. Entrepreneurship education is a weapon that destroys unemployment and poverty and becomes a ladder to the dreams of every society to be financially independent, can build individual prosperity, as well as participate in building community welfare (Jamal Ma'mur Asmani, 2011).

The government has issued Presidential Instruction No. 4 of 1995 concerning the National Movement to Promote and cultivate entrepreneurship. This instruction mandates all Indonesians and people to develop entrepreneurial programs. The number of entrepreneurs is one of the pillars of the national economy so it must have strived for continuous improvement. Entrepreneurship education teaches the cultivation of entrepreneurial values that will shape the character and behaviour of entrepreneurship so that students can be independent.

Entrepreneurship education is also able to equip students with a variety of entrepreneurial competencies that will later bring great benefits to their lives. According to Agus Wibowo (2011), "There are two ways to instil an entrepreneurial mentality to students on campus. First, integrating entrepreneurship education into the curriculum. In the curriculum, an entrepreneurial scientific character should be designed to know (to know), do (to do), and become (to be) entrepreneurs. The educational objectives of to know and to do are integrated into the curriculum of study programs, distributed in various scientific subjects. Higher Education provides entrepreneurship courses aimed at providing motivation and forming an entrepreneurial mental attitude. To be an entrepreneur, training is given in practical business skills. Second, student extracurricular activities need to be packaged systemically and directed to build entrepreneurial motivation and mental attitude. Coaching students in various activities of interests and talents, science, welfare or organization should also be directed to provide entrepreneurial skills."

The criteria for success in entrepreneurship education are having high independence, having high creativity, dare to take risks, action-oriented, have high leadership character, have entrepreneurial skills/skills, understand entrepreneurial concepts and have a hardworking character. According to Churchill in Rambat Lupyoadi (2007), education is very important

for entrepreneurial success. The first failure of an entrepreneur is because he relies more on experience than education. However, it also does not underestimate the meaning of the experience of an entrepreneur. For him, the second failure is if an entrepreneur only has capital but poor field experience. Therefore, the combination of education and experience is the main factor that determines the success of entrepreneurship.

Reasons for the need to teach entrepreneurship education is real as there are complete scientific theories, concepts, and methods. Entrepreneurship has two concepts, namely, venture start-up and venture-growth and this is not included in the general management education framework that separates management and business ownership.

Based on the explanation, it can be seen that the competencies are complementary and synergize for entrepreneurship education in universities when the focus of education is to become entrepreneurs in the future. Related to methodical problems, for example, the teaching method to be chosen. It also depends on the condition of the target group. Also, the activities carried out in a program must be in line with the situation of existing study groups. The focus in teaching is oriented towards integrated actions which means that the settings in teaching and learning activities must be based on reality and relevant to real life and by a structured and supportive personality to become an entrepreneur.

Besides that, it is also necessary to emphasize the importance of orienting action in the content of learning to start a business so that students are aware of their actions and do not depend on the subject of the learning material they receive. Based on the things that have been explained above, it can be seen the importance of entrepreneurship education.

### ***Big Five Personality***

A person's personality can be reflected in how a person acts and relates. Personality is influenced by heredity, culture and social factors. A person's personality is unique and not the same as the personality of others because everyone has different past experiences, lives in different life situations, has different bonds and responsibilities and has different life goals.

Alma (2005) states "personality is the overall psychological quality of a person he inherits and makes that person unique and different from the others." Personality is unique and consistent so that it can be used to distinguish between individuals. This uniqueness is what makes personality a variable that is often used to describe individuals who are different from other individuals.

Phases (Alwisol, 2009) reveals that personality is a distinctive pattern of thoughts, feelings, and behaviours that distinguish people from one another and cannot change across time and

situations. In addition to these two definitions, Goodstein & Lanyon (Widyahastuti & Anwar, 2018) defines "personality as an abstraction for those enduring of the person that is significant for his or her interpersonal behaviour". This means that a person's personality is related to his interpersonal behaviour.

Allport defines personality as a psychophysiological organism that can be used to adjust to the physical environment and social environment (Hall and Lindzey, 1993). Meanwhile, according to RB Cattell personality is everything that allows a forecast of what someone will do in a particular situation (Chaplin, 2006). Furnham (Sari, 2010) says that personality refers to all the fundamental traits or characteristics of a person who are fixed all the time and which explain fixed response patterns in situations every day.

Personality or personality is a set of psychological traits and mechanisms in an individual that is organized and relatively durable and affects individual interactions and adaptations to the environment. Larsen & Buss (2002) revealed that personality is a set of psychological traits and mechanisms in an individual that is organized and relatively long-lasting and affects individual interactions and adaptations to the environment.

Larsen and Buss raised the environment as one factor that is very influential on one's personality. If the individual is confronted or is in the midst of an environment that consists of people who are friendly, sociable, caring, then the individual adapts to his environment and eventually establishes himself as a friendly, sociable and caring person as shown by people around him. Based on some experts' understanding, it can be synthesized that personality is a description of human psychological qualities that shows a person has unique and consistent patterns, feelings, and behaviours that exist in him.

Personality is closely related to entrepreneurship. Entrepreneurship requires not only capital but also a personality that can adapt to uncertain situations. The importance of personality for an entrepreneur is also supported by Miner in Riyanti (2003) which states that the type of personality determines what business fields will bring success in entrepreneurship. This opinion is in line with what was expressed by Linan and Leon (Aprilianty, 2013) who argue "the individual's decision to become an entrepreneur is sometimes assumed to depend on personality traits: if you have the proper personality profile, you will become an entrepreneur sooner or later. " Linan and Leon revealed that a person's decision to become an entrepreneur sometimes depends on his personality trait. If we have a suitable personality, we will become an entrepreneur sooner or later.

Then Shaver and Scott (Mohammad Ismail et al, 2009) also revealed: "Personality traits have proven to be predictors of many aspects of entrepreneurship including the intention to start a business, succeed in running a business, and enhance corporate entrepreneurship."

Personality has proven to be a predictor of various aspects of entrepreneurship, including the intention to open a new business, be successful in business, and build entrepreneurial relationships.

In personality theory, Goldberg (Larsen & Buss, 2002) found 5 personality factors consisting of Surgency / Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect / Openness to Experience. Similar to Goldberg, Lussier (2000) also categorizes personality in five dimensions, namely heaven, agreeableness, adjustment, conscience, and openness to experience.

Based on the theories of some experts it can be concluded that the Big Five Personality is a universal framework for measuring an individual personality comprehensively through five basic traits that include openness, conscientiousness, extraversion, agreeableness, and neuroticism.

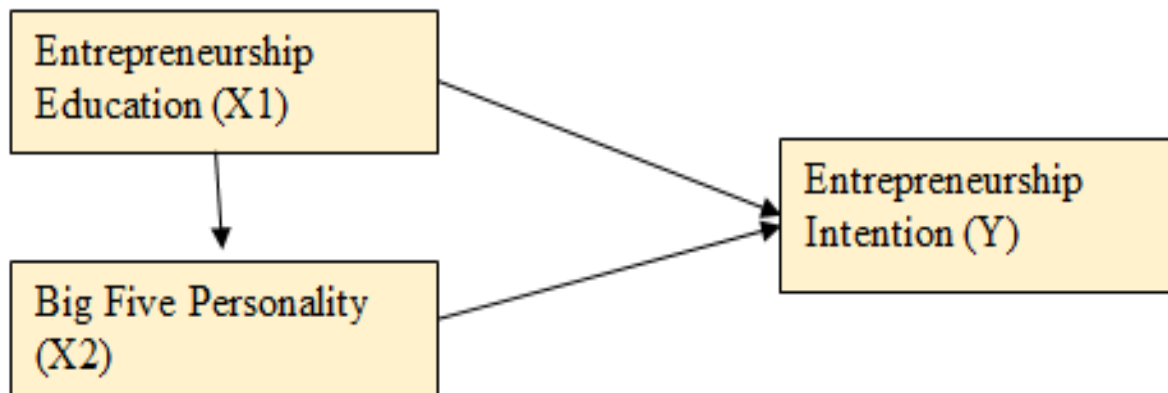
### **Research Method**

The research methods used in research is a survey method with a correlation approach. The cooperative approach is used to see the relationship between two independent variables, namely entrepreneurship education and the big five personalities that influence and are given the symbols  $X_1$  and  $X_2$ , with the variable associated with entrepreneurial intentions as being influenced and given the symbol  $Y$ . Data collection on entrepreneurship education, big five personalities, and entrepreneurial intention of FE UNJ students was done by a questionnaire.

The sampling technique in this study uses a proportional random sampling model. According to Sugiyono (2010), this proportional random sampling technique can be used with consideration of the limitations of researchers, very extensive data sources, and without regard to strata that exist in the population. Data analysis techniques in this study used descriptive analysis techniques and inferential analysis. Descriptive analysis is used to look at the data picture of each variable expressed through the mean, median, mode, frequency distribution, and histogram. Next, analysing the parameter data of the regression model that will be used. Data processing in this study uses SPSS version 24.0.

By the hypothesis proposed that there is a relationship between entrepreneurship education and big five personalities with entrepreneurial intentions, then the constellation of entrepreneurship education as  $X_1$  variable, big five personalities as  $X_2$  variable, and entrepreneurship intention as  $Y$  variable, can be seen in the picture.

**Figure 2. Research Constellation**



**X1:** Entrepreneurship Education

**X2:** Big Five Personality

**Y:** Entrepreneurial Intention

—►: Indicates the direction of the influence of

## Results and Discussion

Based on this study it was found that there was a significant relationship between perceptions about entrepreneurship education (X1) and big five personalities (X2). The significance of the relationship between (X1) and (X2) is confirmed by the results of testing the hypothesis proposed in this study, namely, there is a relationship between entrepreneurship education and big five personalities. Entrepreneurship education and big personality also have a significant relationship with entrepreneurial intentions.

The results showed that there was a significant correlation between entrepreneurship education and big five personalities with the entrepreneurial intentions of FE UNJ students, where multiple correlation coefficient ( $R_{y.12}$ ) = 0.545 and F arithmetic (F Change) = 62.672 and p-value = 0.000 < 0.05. This means that  $H_0$  = rejected. Thus the double correlation coefficient between X1 and Y is meaningful or significant. While the determination coefficient from the table above is also seen in the second column, namely R square = 0.297, which implies that creativity (X1) has an effect of 29.7% on entrepreneurial intentions (Y).

Based on the description above it can be concluded that entrepreneurship education and big five personalities have a significant effect on entrepreneurial intentions. Entrepreneurship education will help an entrepreneur find problems & opportunities, come up with ideas, then process these ideas to gain profit, and ultimately to maintain the existence of an entrepreneur. If a person's entrepreneurship education and big five personalities are high, then what is

involved is not only motivated but can also be successful in entrepreneurship. Or in other words, these individuals will have strong intentions for entrepreneurship. Conversely, if one's education and big five personalities are low, then the person concerned will not be motivated to become an entrepreneur or entrepreneurship will not succeed and even fail. This study can also be interpreted that an increase in entrepreneurship education and big personality will have a significant impact on the increase in student entrepreneurship intentions.

Based on the results of data analysis and discussion of this study, it can be concluded that: (1) There is a positive and significant influence of entrepreneurship education on big five personalities. It is known from the results of the t-test, count  $6.119 > t$  table  $1.65462$ . This means that the higher the entrepreneurship education, the higher the big five personalities. (2) There is a positive and significant influence between entrepreneurship education on intention. It is known from the results of the t-test, count  $3.914 > t$  table  $1.65462$ . It means, the higher entrepreneurship education will increase student entrepreneurship intentions, conversely, the lower entrepreneurship education will lower the level of entrepreneurial intentions. (3) There is a positive and significant influence of big five personalities on entrepreneurial intentions. It is known from the results of the t-test, count  $3.787 > t$  table  $1.65462$ . This means that the higher the big five personalities will increase the intention of entrepreneurship. Conversely, the lower the level of big five personalities are, the lower the intention of entrepreneurship. (4) Effect of entrepreneurial education and the big five personalities together on the intention of entrepreneurship can be seen from the correlation coefficient of determination ( $R^2$ ) of  $0.251$ . Showing variations in entrepreneurship intentions can be explained by entrepreneurship education and big five personalities by  $25.1\%$  while the remaining  $74.9\%$  is determined by other factors not examined.

### **Conclusion and Future Works**

Based on the analysis of research results, it is concluded that 1). There is a positive and significant influence of entrepreneurship education on the big five personalities on students, meaning that the higher the entrepreneurship education, the greater the five personality traits, 2). There is a positive and significant influence between entrepreneurship education on entrepreneurial intentions, that is, the higher the entrepreneurship education, the higher the student entrepreneurship intentions, 3). There is a positive and significant influence of big five personalities on entrepreneurial intentions. This means that the higher the big five personalities, the higher the intention of entrepreneurship. 4). The effect of entrepreneurship education and big five personalities with the correlation coefficient of determination ( $R^2$ ) of  $0.251$ . Showing variations in entrepreneurship intentions can be explained by entrepreneurship education and big five personalities by  $25.1\%$  while the remaining  $74.9\%$  is determined by other factors not examined.



Based on the results of research efforts to increase entrepreneurial intentions in students, researchers provide knowledge of knowledge about entrepreneurship intentions, especially those related to entrepreneurship education and big five personality needs to be done, to increase the treasury of knowledge. For future researchers, further studies need to be conducted to find out entrepreneurship education and the big five personalities. The study can be carried out in other places with different or wider population characteristics so that it can be made as a comparison between the results of this study with subsequent research, and for the community, increasing knowledge about entrepreneurial intentions needs to be added, because entrepreneurship can be one alternative for the community in achieving welfare improvement.



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