

# EDUCATION ENTREPRENEURSHIP, SELF- EFFICATION AND FAMILY ENVIRONMENT ON THE SPIRIT OF STUDENTS BUSINESS ENTREPRENEURS TROUGH PERSONALITY

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## EDUCATION ENTREPRENEURSHIP, SELF-EFFICACY AND FAMILY ENVIRONMENT ON THE SPIRIT OF STUDENTS BUSINESS ENTREPRENEURS THROUGH PERSONALITY

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**Abstract.** This study aims to determine the effect of entrepreneurship education, self-efficacy, and family environment on entrepreneurial spirit through personality. This research is a quantitative study using an approach cluster proportional sampling with primary data by distributing questionnaires to vocational high school students in Surabaya. The number of samples in this study were 180 vocational students in Surabaya. The data analysis method uses SEM. The results showed that entrepreneurship education influences entrepreneurial personality, self-efficacy influences entrepreneurial personality, family environment influences entrepreneurial personality, entrepreneurship education influences entrepreneurial spirit, self-efficacy influences entrepreneurial spirit, family environment influences entrepreneurial personality, and entrepreneurial personality influences entrepreneurial spirit entrepreneurship.

**Keywords:** Entrepreneurship education, self-efficacy, family environment, entrepreneurial personality, entrepreneurial spirit

**Abstrak.** Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan kewirausahaan, efikasi diri dan lingkungan keluarga terhadap jiwa kewirausahaan melalui kepribadian. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan pendekatan cluster proporsional sampling dengan data primer berupa penyebaran kuesioner kepada siswa SMK di Surabaya. Jumlah sampel dalam penelitian ini adalah 180 siswa SMK di Surabaya. Metode analisis data menggunakan SEM. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan berpengaruh terhadap kepribadian wirausaha, efikasi diri berpengaruh terhadap kepribadian wirausaha, lingkungan keluarga berpengaruh terhadap kepribadian wirausaha, pendidikan wirausaha berpengaruh terhadap jiwa wirausaha, efikasi diri berpengaruh terhadap jiwa wirausaha, lingkungan keluarga berpengaruh terhadap kepribadian wirausaha dan kepribadian wirausaha berpengaruh terhadap jiwa wirausaha.

**Kata kunci:** Pendidikan kewirausahaan, efikasi diri, lingkungan keluarga, kepribadian wirausaha, jiwa wirausaha

### INTRODUCTION

Entrepreneurship is a person's ability to carry out their activities to be creative and innovative in running their business. Slamet, et.al (2018: 18) creativity and innovation are thoughts and actions that must be owned by entrepreneurs and carried out continuously without stopping as an effort to maintain business. Providing entrepreneurship education is very important since the beginning, starting from kindergarten, junior high school, high school / vocational school, students and employees. This is done to anticipate that they can create their own jobs. Masruroh and Suharningsih (2017) with entrepreneurship can open jobs so as to reduce unemployment. Work is not only as a civil servant, police or as an employee but can be done through creativity and innovation.

Self-efficacy as a belief and ability possessed by each individual to be successful in carrying out their activities. Khotimah et al. (2017) states that confidence ( self-efficacy ) is a person's beliefs about the abilities and have the opportunity to successfully achieve a certain goal. Confidence becomes an important factor when someone plunges into the world of entrepreneurship to be more determined and optimistic going forward.

The family environment is a factor that underlies someone to become an entrepreneur. Semiawan (2010: 1) the family environment is the first and foremost medium that influences behavior in child development. If the parents are entrepreneurs then the child will immediately imitate them and will follow in his parents' footsteps.

Entrepreneurial personality is a trait or characteristic possessed by someone in the environment. According to ayuningtias and Ekawati (2015), personality is the overall way an individual reacts and interacts with other individuals. The personality is most often described in terms of a measurable trait that a person shows.

The entrepreneurial spirit is a talent that is owned by every individual when there is an opportunity will definitely do it. Suparyanto (2012: 24) entrepreneurial spirit can be possessed by someone as an innate talent from birth. Not everyone has an entrepreneurial spirit, so that it can also be shaped through education and experience.

Entering the current era, there are many unemployment everywhere even though they have graduated from high school / vocational school or even those who have bachelordegree. This is because job vacancies are getting narrower because they have been replaced with advanced technology so that human labor can be replaced by machines while the unemployment rate increases. The Central Statistics Agency (BPPS) Pramono (2018) states that the highest unemployment rate is Vocational high school (SMK) graduates by 8.88 percent. The unemployment rate is caused by the quality of vocational graduates who are not yet in line with the industry needs. In addition, they are also less interested in entrepreneurship. This is because they are still shy and do not have confidence so they spend more time to play and have fun with friends.

## LITERATURE REVIEW

**Entrepreneurship Education.** Government Regulation No. 66 of 2010 Vocational High School (SMK) is a form of vocational formal education at the secondary education level so students are expected to be ready to work and have great opportunities to be able to develop the economy including entrepreneurship ".According to Masruroh (2017),

entrepreneurship is the ability to create something new that has value and useful for himself and others. Entrepreneurship training has been provided since children enter school in early business education (PAUD) up to college student. This is given to motivate students in the future that they do not have to look for outside work but can create their own jobs.

**Self- efficacy.** Self-efficacy is a belief that must be possessed by every individual in carrying out their activities. Kreitner and Kinicki (2003) in Praptiwi and Indrawati (2015) mention a belief in a person's ability to carry out a task called *self-efficacy*. Confidence is the main thing for someone to have enthusiasm in carrying out their activities. A strong belief will be able to bring someone towards success even though many competitors will be faced later. Oztas, et. al (2017) *self-confidence expressing the belief that when entrepreneurs are engaged in a new business activity, they can cope with this business, and that they themselves have this ability is known as the symbol of success.* It means that a person's belief to be successful depends on his intentions and desires.

**Family environment.** The family environment greatly influences a person to become an entrepreneur because the family environment is the first basic education he gets. Saroni in Marini and Hamidah (2014) explained that the family environment has a very big role in preparing children to become entrepreneur in the future. Wiani, et.al (2018) added that, Therefore in this environment creates a habit and motivates children to see a habit that is done by their parents while at home.

**Personality.** Personality is very much needed by someone in undergoing entrepreneurship. Siswoyo in Pujiastuti (2013) explained that the personality of an entrepreneur is a sense of responsibility that calculates risks by looking at business opportunities based on their knowledge, background and experience and have high self-confidence. Entrepreneurs are expected to plan for the future so they can see opportunities. A very strong personality is one of the main keys for an entrepreneur. Owoseni, et.al (2014) That many individuals in transitional economies may have the desire to pursue entrepreneurial ventures but are not doing so, not because they do not have the knowledge and skills but because they are lacking in self-belief and perhaps in the desire to achieve results. Entrepreneurship is a key factor for economic development.

**The Entrepreneurial Spirit.** Growing an entrepreneurial spirit on someone is not something easy. In the present learning entrepreneurship education has been included from kindergarten school to college. Schumpeter in Song, et.al (2018) that the entrepreneurs' role and the importance of entrepreneurship have been stressed as an alternative to build engines for economic growth or overcoming economic crisis. Sukirman (2017) the spirit of entrepreneurship is: Self-confidence / belief is a positive attitude that every individual has in carrying out an activity. Meanwhile, someone who does not have confidence in their abilities tends to be someone who believes in their abilities. This is a barrier to achieving a success afraid and hesitant in conveying an idea.

Confidence in one's abilities is needed in order to be successful in carrying out an activity. Optimism is a strong belief in the hope of success. This attitude must be possessed by every individual so that what is desired can be successful or satisfied. Discipline is an attitude that obeys a rule of believed and trusted values. This is a form of responsibility that must be undertaken. Commitment is an obligation that is carried out by each individual because they feel they have a responsibility to themselves and to others. Every person who has a commitment will grow self-confidence and have the enthusiasm for a better change. Initiative is a creative idea that is owned by everyone to take advantage of an opportunity without waiting for an order. This is done so that there are no disputes and everything goes smoothly. Motivation is a spirit or changes in one's behavior to have a sense of pleasure in the activity that is being carried out. Having a leadership spirit is a courage that must be possessed by individuals to achieve a desire. This requires enthusiasm / motivation in order to develop the abilities that are owned. Challenges is essentials to be followed in order to be successful, because it creates enthusiasm and encourage us to work harded. Basically, many people are afraid of challenges because they don't want to take risks. This is what keeps someone from going forward. A person who likes challenge are considered as a brave person will be easy to achieve a success. Having responsibility is a conscious form that someone has with what he does. A form of responsibility, namely the awareness that is owned in carrying out its activities, Human relationship is an activity between humans that reflects positive behavior such as character and personality. This attitude must be possessed by each individual in order for good interaction to occur or to create a comfortable atmosphere towards fellow humans.

### Conceptual framework

The conceptual framework in this study shown in Figure 1 is as follows :

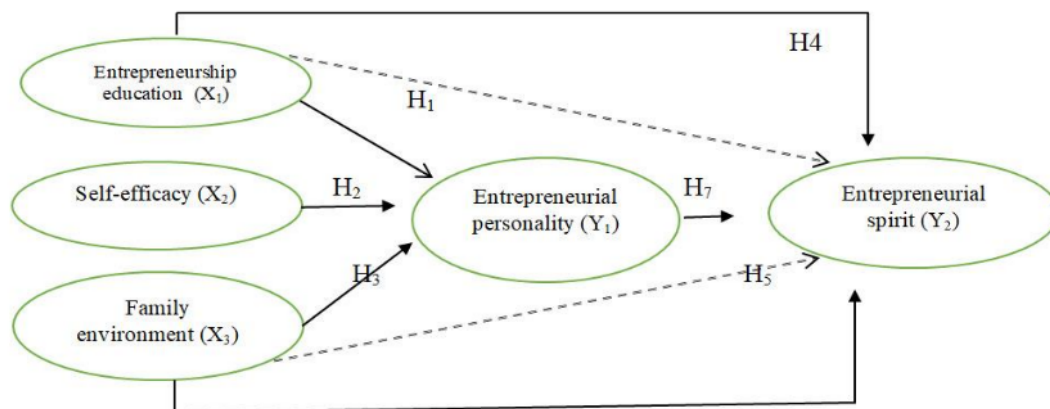


Figure 1. conceptual framework

### Hypothesis

The hypotheses in this study are:

- H<sub>1</sub> : Entrepreneurship education affects of entrepreneurial personality  
 H<sub>2</sub> : Self-efficacy affects the entrepreneurial personality  
 H<sub>3</sub> : Family environment affects the entrepreneurial personality  
 H<sub>4</sub> : Entrepreneurship education affects the entrepreneurial spirit  
 H<sub>5</sub> : Self-efficacy affects the entrepreneurial spirit of students  
 H<sub>6</sub> : The family environment affects the entrepreneurial spirit  
 H<sub>7</sub> : Entrepreneurial personality affects the entrepreneurial

## METHOD

This research uses quantitative research that is research using numbers which will be analyzed statistically. This research measures the influence between variables through hypothesis testing. The population in this study were all XII Private Vocational School students in the Surabaya region, namely the West, North, East, Central and South regions. The sampling technique in this study is to use cluster proportional sampling. Sugiyono (2016 : 125 ) *proportional sampling cluster* that is sampling by region. In taking the sample of this study determined at each private vocational school, especially class XII. According to hair, *et al* in Ferdinand (2002), the size of the sample size plays an important role in the estimation and interpretation of SEM results, for SEM analysis is 100-200. The sample size depends on the number of indicators used in all latent variables and the number of samples to be analyzed by SEM requires 5 to 10 observations for each parameter estimate. This study uses 36 indicators at five times with a total of 180 samples, namely male and female vocational high school class XII students.

**Table 1.** Total Population and Sample

The region	Total population	Total sample
West Surabaya	4,775	$4775 / 21,313 \times 180 = 40$
Surabaya north	3,999	$3999 / 21,313 \times 180 = 34$
Center	1453	$1453 / 21,313 \times 180 = 12$
South	4192	$4192 / 21,313 \times 180 = 36$
East	6894	$6894 / 21,313 \times 180 = 58$
Total	21,313	

Source: Data of each school

**Research Instruments.** The instrument used was by distributing questionnaires to class XII private vocational students in Surabaya, namely in the West, North, East, Central and South regions. The assessment data is measured using Likert's scale. Sugiyono (2016: 165), namely (1) strongly disagree with a score of 1, (2) disagree with a score of 2, (3) less agree with a score of 3, (4) agree with a score of 4 and strongly agree to be given a score of 5.

## Analysis Results

**Measurement Model.** It is a modeling process in research aimed at investigating the unidimensionality of indicators that explain a factor or a latent variable. In the measurement model, a confirmatory factor analysis (CFA) will be performed. The purpose of confirmatory factor analysis (CFA) is to find out whether the indicators used can really explain the latent variables (constructs) in the study. An indicator is said to meet convergent validity if it has a standardized regression weight > 0.5, CR value > 1.96, probability value < 0.05 ( $\alpha = 5\%$ ), then it can meet the reliability construct if the construct reliability value > 0.7. Below will be explained the results of confirmatory factor analysis (CFA) of each research variable:

**Entrepreneurship Education (X<sub>1</sub>).** Entrepreneurship education is a latent variable that is measured by 13 indicators of Honest (X<sub>1.1</sub>), Discipline (X<sub>1.2</sub>), hard work (X<sub>1.3</sub>), Creative (x<sub>1.4</sub>), Innovative (X<sub>1.5</sub>), Independent (X<sub>1.6</sub>), Cooperation (X<sub>1.7</sub>), Never Surrender (X<sub>1.8</sub>), Dare to risk (X<sub>1.9</sub>), Realistic (X<sub>1.10</sub>), curiosity (X<sub>1.11</sub>), Communicative (X<sub>1.12</sub>), motivation strong to succeed (X<sub>1.13</sub>). The results of testing with confirmatory factor analysis can be seen in Figure 2 as follows:

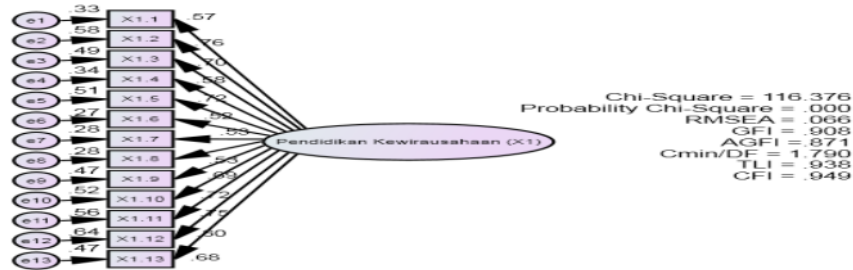


Figure 2. Self Efficacy (X<sub>2</sub>)

Source: Primary data processed, 2019

**Self Efficacy (X<sub>2</sub>).** Indicators of Self Efficacy variables (X<sub>2</sub>) consists of a level (X<sub>2.1</sub>), strength (X<sub>2.2</sub>), generality (X<sub>2.3</sub>). Here is the measurement model of the Self-Efficacy variable (X<sub>2</sub>) can be seen in Figure 3 is as follows:



Figure 3. Family Environment (X<sub>3</sub>)

Source: Primary data processed, 2019

Family environment ( $X_3$ ) with indicators of economic conditions of the family ( $X_{3.1}$ ), Way parents educate / parental attention ( $X_{3.2}$ ), Atmosphere home ( $X_{3.3}$ ), Relationships between family members ( $X_{3.4}$ ), can be seen in Figure 4 below:

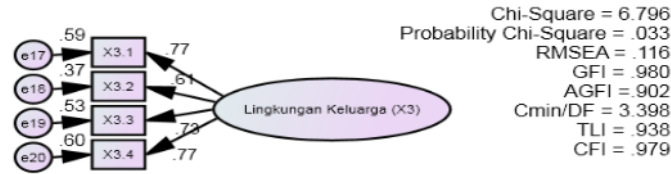


Figure 4. Entrepreneurial personality (Z)

Source: Primary data processed, 2019

Entrepreneurship personality with indicators of *Desire for responsibility* ( $Z_1$ ), *Preference for moderate risk* ( $Z_2$ ), *Confidence in their ability to succeed* ( $Z_3$ ), *Desire for immediate feedback* ( $Z_4$ ), *High level of energy* ( $Z_5$ ), *Future orientation* ( $Z_6$ ). The following figure 5 measurement model variable Entrepreneurship Personality (Z) is as follows:

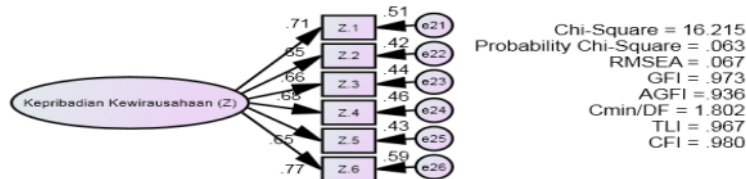


Figure 5. The Entrepreneurial Soul (Y)

Source: Primary data processed, 2019

Spirit of Entrepreneurship with indicator Confidence ( $Y_1$ ), optimism ( $Y_2$ ), Discipline ( $Y_3$ ), Commitment ( $Y_4$ ), Initiative ( $Y_5$ ), motivation ( $Y_6$ ), Having leadership ( $Y_7$ ), Like challenges ( $Y_8$ ), Have responsibilities ( $Y_9$ ), Human relationship ( $Y_{10}$ ). The following is the measurement model for the Entrepreneurial Soul variable (Y) :

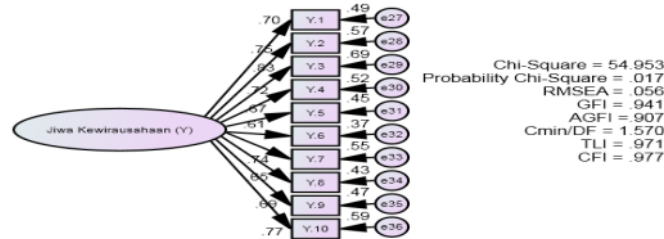


Figure 6. Structural Model

Source: Primary data processed, 2019



Structural models are used to describe models of research causality with tiered relationships. The *structural* results of this research model can be seen in Figure 7 as follows:

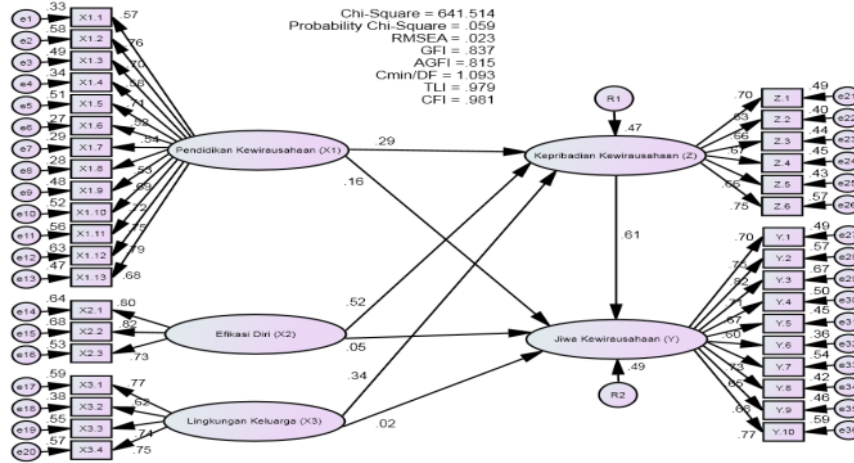


Figure 7. Structural Model

Source: Primary data processed, 2019

**Hypothesis test.** The results of testing the research hypothesis can be seen in table 4.27 are as follows:

Table 2. Hypothesis Testing

Hypothesis	Influence	Koef. Pathway	CR	Prob.	Conclusion
1	Entrepreneurship Education (X <sub>1</sub> ) Towards Entrepreneurship Personality (Z)	.292	3,676	0,000	Received
2	Self Efficacy (X <sub>2</sub> ) Towards Entrepreneurial Personality (Z)	0.519	5,730	0,000	Received
3	Family Environment (X <sub>3</sub> ) Towards Entrepreneurship Personality (Z)	0.340	4,121	0,000	Received
4	Entrepreneurship Education (X <sub>1</sub> ) Against the Entrepreneurial Soul (Y)	.156	2,085	0.037	Received
5	Self - Efficacy (X <sub>2</sub> ) Against the Entrepreneurial Soul (Y)	0.047	0.510	0.610	Rejected
6	Family Environment (X <sub>3</sub> ) Towards Entrepreneurial Soul (Y)	0.024	0.301	0.764	Rejected
7	Entrepreneurship Personality (Z) Against the Entrepreneurial	0.607	4,833	0,000	Received

Soul (Y)

Source: Primary Data Processed 2019

Table 2 can be explained the results of hypothesis testing are as follows:

**Hypothesis 1.** Entrepreneurship Education ( $X_1$ ) has a significant effect on Entrepreneurship Personality (Z) with an influence coefficient of 0.292 and a CR value of 3.676 and a *probability* of 0,000. This means that better entrepreneurship education will significantly improve entrepreneurial personality. Based on these results, the research hypothesis that suspect 1 p Education entrepreneurial influence on the entrepreneurial personality of students at Vocational High School in Surabaya accepted.

**Hypothesis 2.** Self-efficacy ( $X_2$ ) has a significant effect on Entrepreneurship Personality (Z) with an effect coefficient of 0.519 and a CR value of 5.730 and a *probability* of 0.000. This means that better self-efficacy, will significantly improve entrepreneurial personality. Based on these results, hypothesis 2 of the study which suggests that self-efficacy influences the entrepreneurial personality of students at the Vocational High School in Surabaya was accepted.

**Hypothesis 3.** The Family Environment ( $X_3$ ) has a significant effect on Entrepreneurship Personality (Z) with an influence coefficient of 0.340 and a CR value of 4.121 and a *probability* of 0,000. This means that a better family environment will significantly improve entrepreneurial personality. Based on these results, hypothesis 3 of the study which suspects that the family environment influences the entrepreneurial personality of students at the Vocational High School in Surabaya is accepted .

**Hypothesis 4.** Entrepreneurship Education ( $X_1$ ) has a significant effect on Entrepreneurial Soul (Y) with an influence coefficient of 0.156 and a CR value of 2.085 and a *probability* of 0,000. This means that better entrepreneurship education will significantly enhance the entrepreneurial spirit. Based on these results, the suspect research hypothesis 4 p Education entrepreneurial influence on the entrepreneurial spirit of students at Vocational High School in Surabaya accepted.

**Hypothesis 5.** Self-efficacy ( $X_2$ ) has no significant effect on the Entrepreneurial Soul (Y) with an influence coefficient of 0.047 and a CR value of 0.510 and a *probability* of 0.610. This means that better self-efficacy, does not significantly increase the entrepreneurial spirit. Based on these results, the research hypothesis 5 self - efficacy affects the entrepreneurial spirit of students at Vocational High School in Surabaya was rejected

**Hypothesis 6.** The Family Environment ( $X_3$ ) has no significant effect on the Entrepreneurial Soul (Y) with an influence coefficient of 0.024 and a CR value of

0.301 and a *probability* of 0.764. This means that, a better family environment does not significantly improve the entrepreneurial spirit. Based on these results, the hypothesis 6 of the research that suspects that the family environment influences the entrepreneurial spirit of students at the Vocational High School in Surabaya was rejected.

**Hypothesis 7.** Entrepreneurship Personality (Z) has a significant effect on Entrepreneurial Soul (Y) with an influence coefficient of 0.607 and a CR value of 4.833 and a *probability* of 0,000. This means that a better entrepreneurial personality will significantly enhance the entrepreneurial spirit. Based on these results, the hypothesis 7 of the study which suggests that entrepreneurial personality influences the entrepreneurial spirit of students at the Vocational High School in Surabaya was accepted.

Here are the direct effects, indirect effects, and the total effect produced by the *structural* model:

**Table 3.** Direct Influence, Indirect Influence and Total Influence

Influence		Direct Effects	Indirect Effects	Total Effects
Entrepreneurship Education (X <sub>1</sub> )	→ Entrepreneurship Personality (Z)	.292	0,000	.292
Self Efficacy (X <sub>2</sub> )	→ Entrepreneurship Personality (Z)	0.519	0,000	0.519
Family Environment (X <sub>3</sub> )	→ Entrepreneurship Personality (Z)	0.340	0,000	0.340
Entrepreneurship Education (X <sub>1</sub> )	→ The Entrepreneurial Soul (Y)	.156	.177	.333
Self Efficacy (X <sub>2</sub> )	→ The Entrepreneurial Soul (Y)	0.047	0.315	.362
Family Environment (X <sub>3</sub> )	→ The Entrepreneurial Soul (Y)	0.024	.206	0.230
Entrepreneurship Personality (Z)	→ The Entrepreneurial Soul (Y)	0.607	0,000	0.607

Source: Primary Data Processed, 201-9

From Table 3 to note that the indirect effect Entrepreneurship Education (X<sub>1</sub>) Self-Efficacy (X<sub>2</sub>), and the Family Environment (X<sub>3</sub>) against the Spirit of Entrepreneurship (Y) through Personality Entrepreneurship (Z), is greater than the direct impact that each one of 0.177, 0.315 and 0.206.

## RESULTS AND DISCUSSION

**Entrepreneurship Education Influences The Entrepreneurial Personality Of Students In Vocational High Schools In Surabaya.** Entrepreneurship education has become part of the subjects in schools and has become a curriculum that must be followed. This is given as a provision so that later after graduating from school, students are expected to be able to open their own jobs in accordance with their talents or hobbies

and knowledge that they already have. Vocational high school is a school where students are given readiness to face challenges outside, especially in finding a job. Vocational students can continue their studies in college or go straight to work. Of course it takes mental readiness or personality, especially for those who will enter the business world. Entrepreneurial personality for vocational students is very important because it can provide motivation to face challenges or risks that exist in the field and can be independent later in running a business. Entrepreneurship education is very influential on the personality of entrepreneurs because they are provided with knowledge before entering directly in running a business. Safitri dan A. Rustiana (2016) mention that entrepreneurial knowledge has a positif and significant effect on student personality.

**Self-efficacy affects the entrepreneurial personality of students in vocational high schools in Surabaya.** Self-efficacy must be owned by everyone in entrepreneurship because it encourage them to run a business. Someone without having high self-efficacy then the business to be run will be in vain. An entrepreneur also need to have an entrepreneurial personality. This is very related because it takes Hard work in order to run a business according to what they desire. In accordance with Robbins (2007: 180), self-efficacy is also known as social cognitive theory or social reasoning that refers to an individual's belief that he is capable of carrying out a task. Marini and Hamidah (2016) added that self-efficacy has an effect on entrepreneurship intensity.

**The family environment influences the entrepreneurial personality of students in vocational high schools in Surabaya.** The family environment is very supportive for someone to have a desire in running an entrepreneur because it is usually hereditary and habits from childhood involved. Cahyono in Ardiyani and Kusuma (2016) parents work has a significant effect on entrepreneurial intentions. Entrepreneurship is also inseparable from the personality of an entrepreneur. All of this must be owned by everyone, including honesty in entrepreneurship so that the business can be run smoothly and many people will be satisfied later and can have many customers.

**Entrepreneurship education affects the entrepreneurial spirit of students in vocational high schools in Surabaya.** Entrepreneurship education can help vocational students to have a way of thinking in instilling an entrepreneurial spirit. This can be used as a living provision after graduation whether to continue school or open your own business. With the inclusion of entrepreneurship subjects, students can open insight to learn entrepreneurship and create jobs. The results of this study support Purnomo (2016) pengetahuan kewirausahaan berpengaruh signifikan terhadap minat wirausaha Lestari and Wijaya (2012) that: entrepreneurship education has a significant effect on interest in entrepreneurship". Zulianto, et.al. 2014" insignificant influence the entrepreneurship education on entrepreneurial interest in students of the Faculty of Commerce Education Study Program, State University of Malang ".

**Self-efficacy affects the entrepreneurial spirit of students in vocational high schools in Surabaya.** Self-efficacy is a belief that must be owned by each Vocational School student in order to be a successful entrepreneur. The results of this study explain that self-efficacy does not affect the entrepreneurial spirit because many vocational students do not have the desire to become an entrepreneur, other than that it is supported by their mental instability which is still unstable and still in the process of forming towards maturity for the next periods in determining their future career. Vocational students tend to look for work rather than doing entrepreneurship. This is supported because there is still limited capital, knowledge and experience. Zulianto, et.al (2014) the insignificant influence of self-efficacy and entrepreneurship education together on the entrepreneurial interest of students of the FE Business Study Program, State University of Malang. Evaliana (2015) Self efficacy affects students entrepreneurial spirit.

**The family environment influences the entrepreneurial spirit of students in vocational high schools in Surabaya.** The family environment does not affect the entrepreneurial spirit of vocational students. This is because parents have not yet given a strong impetus to their children or the ability to influence the soul of their children to become an entrepreneur and only reach the limits of the next continuing education. They want to continue their studies or work with other people to become employees because the social level of parents is still unable to provide capital and insight to become entrepreneurs for their children while in the world the lives of children are not there (still unstable) or are still looking for forms of personality the strong one. Parents are more likely to send their children to continue their higher education and are not advised to become an entrepreneur because according to him being an entrepreneur is an uncertain life and is difficult to use as a provision of life.

**Entrepreneurial personality affects the entrepreneurial spirit of students in vocational high schools in Surabaya.** Entrepreneurial personality is very important to be owned by each person who enters the entrepreneurial world. This can create many customers because it can provide satisfaction and suitability in entrepreneurship. Someone who has an entrepreneurial personality then surely someone will have an entrepreneurial spirit. However, in entrepreneurship is also close to the risks and the many obstacles and challenges that require a strong personality to be successful. All of this will be formed when someone is diligent, patient and hard working in entrepreneurship. Pujiastuti (2013) "there is no significant influence between personality on entrepreneurial intentions". Baum et al. (2001) in Pujiastuti (2013) "said that the nature of a person (which can be measured from rigidity in dealing with problems, proactive attitudes and hobbies at work)".

## CONCLUSION

**Conclusion.** Based on the results of the study, the conclusions can be drawn are as follows: Entrepreneurship education influences the entrepreneurial personality of students

in Vocational High Schools in Surabaya. This can be used as a provision in his life after graduating from school because in the entrepreneurial world there are many risks and challenges that must be faced. Self-efficacy affects the entrepreneurial personality of students at the Vocational High School in Surabaya. An entrepreneur needs self-efficacy or high self-confidence to succeed and be successful so that a positive personality is needed. The family environment influences the entrepreneurial personality of students at the Vocational High School in Surabaya. Moreover the family environment can shape the personality of vocational students to carry out entrepreneurship that a business must be run with honesty and hard work. Furthermore entrepreneurship education affects the entrepreneurial spirit of students at the Vocational High School in Surabaya. Entrepreneurship education is a subject that exists in every school. This is done so that vocational students after graduating from college are expected to create their own jobs not as job seekers. Self-efficacy does not affect the entrepreneurial spirit of students at the Vocational High School in Surabaya. A vocational student does not have the self-efficacy to run an entrepreneur and does not yet have an entrepreneurial spirit because according to him vocational students have not been able to determine their true identity whether to be entrepreneurial, go to school or work with people. The family environment does not affect the entrepreneurial spirit of students at the Vocational High School in Surabaya. This is because vocational students do not have the desire to do entrepreneurship, even though their family environment is self-employed and their children will not necessarily follow it. Entrepreneurial personality affects the entrepreneurial spirit of students at the Vocational High School in Surabaya. Doing entrepreneurship requires a personality and entrepreneurial spirit so that the business can be run smoothly and successfully.

**Suggestion.** Based on the above conclusions, it can be given some suggestions for further researchers that: (1) Entrepreneurship education must always be given to all schools, starting from basic education, namely kindergarten to education in tertiary institutions. This can provide provisions or a handle after graduating from school. (2) Self-efficacy or self-confidence must always be instilled for all students so that they do not have doubts in running entrepreneurship. (3) The family environment must be able to provide good examples, especially in running a business. (4) Self-efficacy needs to be reinvested so that students have the confidence to succeed. (5) Personality in conducting entrepreneurship needs to be instilled early on in order to be able to do it well. (6) The next researcher is expected to be able to conduct research by strengthening existing variables or adding more appropriate variables.

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