

THE INFLUENCE OF INTERNAL LOCUS OF CONTROL, RISK TAKING PROPENSITY, NEED OF ACHIEVEMENT, PERSONALITY, ENTREPRENEURIAL EDUCATION, AND SOCIAL SUPPORT ON ENTREPRENEURIAL DECISION IN THE FURNITURE INDUSTRY

Hera Atia Fatima Putri¹, Gia Rizky²

^{1,2} Undergraduate Program in Management, Faculty of Business and Humanities,
Universitas Teknologi Yogyakarta

*Correspondence: heraatia12@gmail.com

Abstract – This study aimed to analyze the influence of internal locus of control, risk-taking propensity, need of achievement, personality, entrepreneurial education, and social support on entrepreneurial decision-making in the furniture industry in Indonesia. The respondents in this study consisted of individuals who decided to pursue entrepreneurship in the furniture industry, total 162 respondents. The research method was quantitative, and the sampling technique was random sampling. The software utilized for data analysis was SPSS 26 with logistic regression analysis. The results of this study indicate that, partially, internal locus of control, need of achievement personality, and social support had a positive and significant influence, while risk-taking propensity and entrepreneurial education had negative and significant influence. Simultaneously, internal locus of control, risk-taking propensity, need of achievement, personality, entrepreneurial education, and social support collectively influence the decision to engage in entrepreneurship. Data processing was carried out using IBM SPSS Statistics. Based on coefficient of determination test, the independent variables consisting of internal locus of control, risk-taking propensity, need of achievement personality, entrepreneurial education, and social support accounted for 75.5% of the variation in the dependent variable (the decision to engage in entrepreneurship), while the remaining 24.5% was influenced by other variables outside this study.

Keywords: Internal locus of control, risk-taking propensity, need of achievement, personality, entrepreneurial education, social support, entrepreneurial decision

I. INTRODUCTION

Entrepreneurship plays a pivotal role in driving a nation's economic growth. In the Indonesian context, entrepreneurship is not only perceived as a solution to unemployment but also as a catalyst for enhancing national economic competitiveness (Suwandi et al., 2024). Entrepreneurs are expected to identify opportunities, manage resources effectively, and implement strategic actions to achieve business success. Consequently, entrepreneurship is essential not only for workforce absorption but also for generating added value and contributing to overall economic development.

Recent data from the Central Bureau of Statistics (BPS) indicate a rise in Indonesia's unemployment rate in 2024, particularly among graduates of general and vocational high schools. This trend suggests that the labour market has yet to fully accommodate individuals from these educational backgrounds (Sholeh, 2025). As a result, many have turned to entrepreneurship as an alternative career path. The government has also actively promoted entrepreneurship as a strategic approach to job creation and unemployment reduction (Faturokhman & Burhanuddin, 2023).

Despite these efforts, Indonesia continues to face significant challenges in cultivating a robust entrepreneurial ecosystem. The proportion of entrepreneurs in the country remains at approximately 3.1% of the total population—substantially lower than the average of developed nations, which stands at around 14% (Asikin, 2023). Key barriers include a limited entrepreneurial mindset, insufficient access to capital, low-quality human resources, and regulatory frameworks that do not yet fully support entrepreneurial growth.

One sector with considerable potential for entrepreneurial development is the furniture industry. This sector benefits from Indonesia's abundant natural resources, a large labor force, and growing global demand, positioning it competitively in international markets (Suhendra, 2025). In the first quarter of 2024, the furniture industry contributed 1.16% to the GDP of the Non-Oil and Gas Manufacturing Industry and employed over 800,000 workers (Kemenperin, 2024). Nevertheless, the industry faces challenges such as intense international competition, volatility in raw material prices, and increasing consumer expectations for environmental sustainability (Uniaircargo, 2023).

Although numerous studies have explored factors influencing entrepreneurial interest, there remains a gap in understanding the combined effects of these factors on the decision to pursue entrepreneurship—particularly within the furniture industry. This study seeks to address the following research question: *To what extent do locus of control, risk-taking propensity, need for achievement, personality traits, entrepreneurial education, and social support influence the decision to become an entrepreneur among furniture business actors in Indonesia?*

This research is significant given the furniture industry's substantial contribution to the national economy and its potential to generate employment. By identifying the key determinants of entrepreneurial decision-making, the study aims to inform more effective strategies for fostering and supporting new entrepreneurs in this sector. The findings are expected to offer practical insights for policy development and contribute to the sustainable growth of Indonesia's furniture industry.

II. LITERATURE REVIEW

Theory of Planned Behavior

According to Ajzen & Schmidt (2020), the theory of planned behavior is a psychological framework used to predict and understand human behavior by emphasizing **intention** as the primary determinant of action. The theory comprises three core components:

- a. Behavioral beliefs and attitudes: These refer to an individual's beliefs about the potential outcomes of a specific behavior, shaped by both expectations and past experiences. These beliefs contribute to the formation of either a favorable or unfavorable attitude toward behavior.
- b. Normative beliefs and subjective norms: These involve perceptions of social expectations and pressures. Normative beliefs influence how individuals perceive the social norms surrounding a behavior, thereby affecting their motivation to conform to those norms.
- c. Control beliefs and perceived behavioral control: These are beliefs regarding the presence of factors that may facilitate or impede the performance of a behavior. Such beliefs shape an individual's perceived ease or difficulty in executing the behavior, which in turn influences their sense of control in specific contexts.

Locus of Control

According to Tu (2016) locus of control refers to the extent to which individuals perceive themselves as having control over the events in their lives. It reflects the belief that personal decisions and actions can influence life outcomes. Darmawan (2022) further described locus of control as a psychological construct that explores how individuals seek to understand the sources and reasons behind their behaviors. Consistent with previous research, Kasmawati et al., (2025) defined locus of control as a concept representing an individual's belief that success or failure is determined by factors either internal—originating from within oneself—or external—arising from outside influences. In summary, internal locus of control denotes a person's belief in their ability to influence life events and

comprehend the underlying causes of their experiences.

Risk Taking Propensity

According to Tu (2016), risk-taking propensity refers to an individual's capacity to tolerate risks and uncertainties that arise from decision-making, particularly when selecting options with relatively lower perceived risk. In contrast, Antoncic (2018), emphasized that risk-taking propensity reflects a person's inherent tendency to confront situations involving uncertainty or potential adverse outcomes. It illustrates how individuals respond to opportunities or challenges that carry unpredictable consequences. Similarly, Zhang et al. (2018) defined risk-taking propensity as a personality trait characterized by a willingness to engage in behaviors that may result in negative impacts. This trait reflects a disposition not necessarily aimed at avoiding unfavorable outcomes, but rather a readiness to accept and manage the consequences of risky decisions. In summary, risk-taking propensity can be understood as an individual's tendency to confront and manage risks associated with decision-making, particularly in situations involving uncertainty and potential negative outcomes.

Need of Achievement

According to Dwijayanti (2015), need for achievement refers to an individual's desire to accomplish challenging tasks swiftly and independently, driven by the motivation to demonstrate competence and enhance personal accomplishments. Firmansyah et al. (2020) described it as an internal drive that compels individuals to perform activities more effectively than before. Similarly, Deyon (2017) defined the need for achievement as a psychological urge to attain high standards and complete demanding yet engaging tasks. This need motivates individuals to exert their best efforts, improve performance, and master specific skills in pursuit of excellence. In conclusion, need for achievement can be understood as an internal motivational force that drives individuals to achieve goals efficiently and continuously strive to surpass previous achievements.

Personality

According to Stella (2024), personality refers to the diverse patterns of behavior exhibited by individuals in daily life, encompassing traits, thought processes, emotional responses, and habits that collectively shape one's identity and interactions with others. From a sociological perspective, Cattell (2019) described personality as a form of social stimulus—an impression or judgment formed based on others' responses to an individual. This view associate personality with reputation, or the socially constructed image of a person. Similarly, Dinata (2022), emphasized that personality includes not only observable behaviors but also internal thought patterns and modes of expression, which contribute to the impressions individuals create in social contexts. In summary, personality can be understood as the combination of behaviors, characteristics, and cognitive styles that define an individual's identity within their social environment.

Entrepreneurial Education

According to Wijaya & Handoyo (2022), entrepreneurial education serves to broaden individuals' perspectives on entrepreneurship, emphasizing the importance of preparation and cultivating a mindset oriented toward business opportunities. Tiona & Tan (2024) added that entrepreneurial education helps individuals gain a deeper understanding of various entrepreneurial aspects through structured learning processes. Putri (2017) described entrepreneurial education as an effort to instill knowledge, enthusiasm, and entrepreneurial attitudes, aiming to develop independent, creative, and innovative individuals. In conclusion, entrepreneurial education is a learning process designed to equip individuals with the knowledge, skills, and mindset necessary to identify and pursue business opportunities.

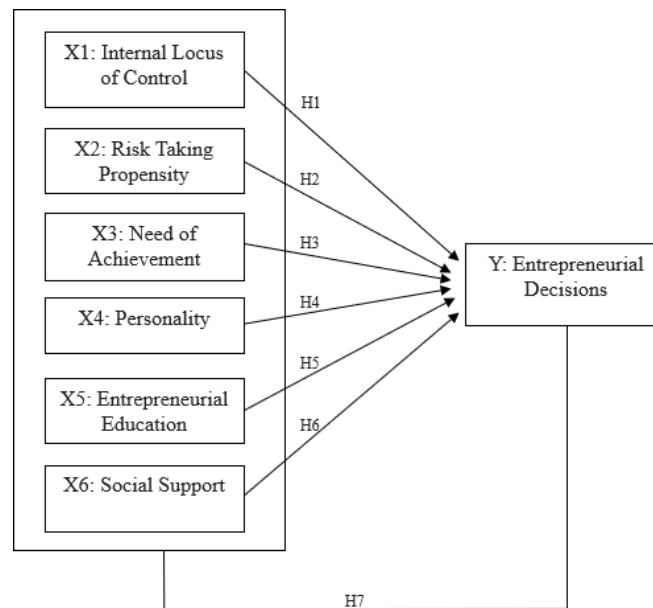
Social Support

Wijaya and Handoyo (2022) defined social support as the assurance provided by others that fosters positive encouragement and strengthens interpersonal relationships. Ibda (2023) described social support more broadly as the presence of meaningful, reciprocal relationships that promote the

formation of positive social bonds. In alignment with these views, Hidayati et al. (2023) explained that social support involves assistance—whether verbal, behavioral, or material—offered by individuals with social ties, aimed at making the recipient feel valued. In summary, social support refers to the emotional, verbal, or material assistance provided by one's social environment, which helps individuals feel appreciated, motivated, and connected.

Framework

There were six variables in this study that examined the influence of locus of control, risk-taking propensity, need for achievement, personality, entrepreneurial education, and social support on entrepreneurial decision making.



Research Hypothesis

H1: Internal locus of control has a positive influence on entrepreneurial decisions.

H2: Risk taking propensity has a positive influence on entrepreneurial decisions.

H3: Need for achievement has a positive influence on entrepreneurial decisions.

H4: Personality has a positive influence on entrepreneurial decisions.

H5: Entrepreneurial education has a positive influence on entrepreneurial decisions.

H5: Entrepreneurial education has a positive influence on entrepreneurial decisions.

H6: Social support has a positive influence on entrepreneurial decisions.

H7: Internal locus of control, risk taking propensity, need for achievement, personality, entrepreneurial education, and social support simultaneously influence entrepreneurial decisions.

III. METHODS

Population and Sample

The population in this study comprises all Small and Medium Enterprises (SMEs) operating in the furniture sector across Indonesia. According to the Ministry of Industry, the total number of furniture SMEs in 2024 was 291,600 units. The sampling method employed was probability sampling, ensuring each unit had an equal chance of selection. Specifically, random sampling and its measurement were ensured by using valid and reliable instruments to select participants without bias. Given the known population size and practical constraints, the sample size was determined using Slovin's formula with a 10% margin of error, resulting in 100 respondents minimum.

While this study employed a probability-based random sampling technique to ensure equal selection chances among furniture SMEs across Indonesia, the final respondent pool showed a geographic

concentration, particularly in Central Java. This regional skew may limit the generalizability of the findings to other provinces with differing entrepreneurial ecosystems. Future research is encouraged to

adopt stratified random sampling to achieve proportional representation across regions. Additionally, data collection was conducted via online questionnaires, which may have excluded participants with limited digital access or literacy. To enhance inclusivity, a mixed-mode approach combining online and offline methods is recommended. Measurement instruments for independent variables were structured using validated Likert-scale items, while the dependent variable (entrepreneurial decision) was assessed using a Guttman scale. All instruments underwent validity and reliability testing, with Cronbach's alpha values exceeding 0.6, confirming internal consistency and suitability for analysis.

Variables and Operational Definitions

This study investigates both independent and dependent variables. Independent variables are internal locus of control, belief in personal control over life events (Rahmawati et al., 2023); risk-taking propensity, willingness to engage in uncertain or potentially adverse situations (Anwar & Saleem, 2019); need for achievement, drive to accomplish tasks effectively and overcome challenges (Aprilia & Ardana, 2021); personality, traits including extraversion, agreeableness, conscientiousness, neuroticism, and openness (Ahya & Siaputra, 2022); entrepreneurial education, educational efforts to foster entrepreneurial mindset and skills (Pebriyanti & Rizky, 2024); and social support, emotional and practical support from family, friends, and others (Si et al., 2022). Each variable was measured using structured statements and indicators, through Likert scales. The dependent variable is entrepreneurial decision, the decision to engage in entrepreneurship, influenced by the above factors (Fachrurazi & Nurcholifah, 2021). Variable dependent was measured using Guttman scales.

The study utilized primary data, collected directly from furniture business actors via a closed-ended questionnaire distributed through Google Forms. Respondents rated their agreement with statements using a 5-point Likert scale (ranging from Strongly Disagree to Strongly Agree). For the dependent variable (entrepreneurial decision), a Guttman scale was used, offering binary responses (Yes/No).

Data Analysis Methods

The data analysis in this study was conducted using a quantitative measurement approach, with measurement methods based on nominal and ordinal scales, and the data were processed using SPSS (Statistical Product and Service Solution) version 26. The analytical procedures included: descriptive statistical analysis, instrument testing, logistic regression analysis, and hypothesis testing. Descriptive statistics are used to summarize demographic and business characteristics (e.g., gender, education, location, business duration, monthly revenue). Instrument testing, involving validity testing to assess the accuracy of measurement instruments and reliability testing to evaluate the consistency of responses. Logistic regression analysis, used to examine the influence of independent variables on the dependent variable. Hypotheses testing includes partial testing using the Wald test and simultaneous testing through the Omnibus Test of Model Coefficients.

IV. RESULTS AND DISCUSSION

Descriptive Statistics

This study used primary data that was collected by distributing questionnaires to all business actors in the furniture industry. The respondents of this study totaled 162 individuals.

Table 1 Statistic Descriptive

No.	Respond	Characteristics	Total	Percentage
1	Gender	Man	102	63,0
		Woman	60	37,0
2	Education	Elementary Equivalent	1	0,6
		High School Equivalent	76	46,9
		Diploma	13	8,0
		Bachelor	68	42,0

		Magister	4	2,5
3	Provincial Domicile	Bali	1	,6

No.	Respond	Characteristics	Total	Percentage
		Bangka Belitung	1	,6
		Banten	7	4,3
		Bengkulu	5	3,1
		DI Yogyakarta	30	18,5
		DKI Jakarta	15	9,3
		Jambi	2	1,2
		Jawa Barat	18	11,1
		Jawa Tengah	39	24,1
		Jawa Timur	30	18,5
		Kalimantan Barat	1	,6
		Kalimantan Selatan	1	,6
		Kalimantan Timur	2	1,2
		Lampung	2	1,2
		Papua	1	,6
		Riau	5	3,1
		Sulawesi Selatan	1	,6
		Sumatera Selatan	1	,6
4	Business duration	Less than 5 Years	29	17,9
		5 Years - Less than 10 Years	47	29,0
		10 Years - Less than 15 Years	61	37,7
		15 Years - More than 15 Years	25	15,4
5	Monthly revenue	Less than 50,000,000	83	51,2
		50,000,000 - Less than 100,000,000	53	32,7
		100,000,000 - Less than 250,000,000	12	7,4
		250,000,000 - Less than 500,000,000	11	6,8
		500,000,000 - More than 500,000,000	3	1,9

Based on the results of the descriptive statistical analysis, the majority of respondents in this study were male, comprising 102 individuals or 63.0% of the total sample. In terms of educational attainment, most participants had completed senior high school, representing 76 respondents or 46.9%. Geographically, the highest number of respondents resided in Central Java Province, with 39 individuals or 24.1%. Regarding business experience, the most common duration of operation among respondents was between 10 to less than 15 years, reported by 61 individuals or 37.7%. In terms of monthly revenue, the largest proportion of respondents, 83 individuals or 51.2%—reported earnings of less than IDR 50,000,000.

Validity Test

The validity test was conducted to assess whether the questionnaire items accurately measured the intended constructs. The results indicated that all statement items used in this study were valid, as the calculated r-values for each variable exceeded the critical r-table value of 0.182. This confirms that every item within each variable met the validity criteria and was suitable for further analysis.

Reliability Test

Reliability testing was performed to evaluate the internal consistency of the questionnaire items, using Cronbach’s Alpha as the measurement tool. The results showed that the Cronbach’s Alpha values for all variables were greater than 0.6, indicating a high level of reliability. Therefore, the instruments measuring internal locus of control, risk-taking propensity, need for achievement, personality, entrepreneurial education, and social support were deemed consistent and dependable for use in this study.

Overall Model Fit

The overall model fit was assessed to determine whether the set of independent variables collectively influenced the dependent variable. This evaluation was conducted by comparing the initial -2 Log Likelihood (-2LL) value with the subsequent -2LL value obtained in the next step of the regression model. According to (Ghozali, 2018), if the **-2LL value at Block 0** is greater than the **-2LL value at Block 1**, the resulting decrease in **-2LogL** indicates an improvement in model fit. This suggests that the regression model provides a better representation of the data and that the independent variables contribute meaningfully to explaining the variation in the dependent variable.

Table 2 Block=0

<i>Iteration History^{a,b,c}</i>			
<i>Iteration</i>		<i>-2 Log likelihood</i>	<i>Coefficients</i>
			<i>Constant</i>
<i>Step 0</i>	1	106,880	1,630
	2	100,200	2,150
	3	99,953	2,276
	4	99,953	2,282
	5	99,953	2,282

The results of the overall model fit analysis indicated a decrease in the -2 Log Likelihood value at Block number = 1, demonstrating that the inclusion of independent variables improved the regression model. This reduction suggests that the hypothesized model aligns well with the observed data. Therefore, the model is considered a good fit, and the null hypothesis (H_0) is accepted, confirming that the addition of independent variables contributes positively to the model’s explanatory power.

Table 3 Block=1

<i>Iteration History^{a,b,c,d}</i>									
<i>Iteration</i>		<i>-2 Log likelihood</i>	<i>Coefficients</i>						
			<i>Constant</i>	<i>TotalLOC</i>	<i>TotalRTP</i>	<i>TotalNOA</i>	<i>TotalP</i>	<i>TotalEE</i>	<i>TotalSS</i>
<i>Step 1</i>	1	70,805	-0,774	0,232	-0,138	0,072	0,051	-0,330	0,044
	2	44,109	-1,864	0,379	-0,279	0,203	0,097	-0,596	0,069
	3	34,595	-3,583	0,502	-0,426	0,344	0,142	-0,825	0,101
	4	31,446	-5,825	0,601	-0,555	0,463	0,185	-0,996	0,134
	5	30,773	-7,741	0,670	-0,642	0,539	0,217	-1,096	0,158
	6	30,716	-8,529	0,696	-0,674	0,565	0,229	-1,129	0,167
	7	30,715	-8,619	0,699	-0,678	0,568	0,230	-1,132	0,168
	8	30,715	-8,620	0,699	-0,678	0,568	0,230	-1,132	0,168
	9	30,715	-8,620	0,699	-0,678	0,568	0,230	-1,132	0,168

Goodness of Fit Test

The Goodness-of-Fit Test was employed to evaluate the null hypothesis that the empirical data were consistent with the proposed model—indicating no significant difference between the model and the observed data, and thus confirming the model’s adequacy. This test utilized the Hosmer and Lemeshow statistic, where a significance value greater than 0.05 suggests that the model fits the data well and is capable of predicting observed outcomes. The results of the test revealed a probability

value of 0.999, which is substantially higher than the threshold of 0.05. Consequently, the null hypothesis (H_0) was accepted, indicating that there was no significant discrepancy between the model

and the data. This confirms that the regression model used in this study is valid and capable of accurately predicting the observed values.

Table 4 Hosmer and Lemeshow

Hosmer and Lemeshow Test			
Step	Chi-square	df	Itself.
1	0,951	8	0,999

Coefficient of Determination

The coefficient of determination in logistic regression was assessed using the Nagelkerke R Square value. This statistic provides an indication of the extent to which the independent variables collectively explain the variation in the dependent variable. A higher Nagelkerke R Square value suggests a stronger explanatory power of the model, demonstrating that the independent variables significantly contribute to predicting the outcome of the dependent variable.

Table 5 Model Summary

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	30,715 ^a	0,348	0,755

The results of the analysis indicated that the independent variables—internal locus of control, risk-taking propensity, need for achievement, personality, entrepreneurial education, and social support—collectively explained 75.5% of the variance in the entrepreneurial decision variable, as reflected by the Nagelkerke R Square value. The remaining 24.5% of the variance was attributed to other factors not included in the scope of this research model.

Prediction Accuracy

Prediction accuracy was used to evaluate the effectiveness of the logistic regression model in predicting entrepreneurial decisions within the Indonesian furniture industry. One of the key methods for assessing prediction accuracy in logistic regression is by examining the values presented in the classification table, which compares predicted outcomes with actual observations to determine the model's predictive strength.

Table 6 Classification Table

Classification Table^a					
	Observed		Predicted		
			Y		Percentage Correct
			0	1	
Step 1	Y	0	12	3	80,0
		1	2	145	98,6
	Overall Percentage				96,9

Based on the results of the prediction accuracy analysis, the model correctly predicted that 15 respondents would not make entrepreneurial decisions, while the actual number was 12 respondents, resulting in an accuracy rate of 80% for this category. For respondents who made entrepreneurial decisions, the model predicted 147 individuals, with an accuracy of 98.6%. Overall, the model demonstrated a high level of predictive performance, achieving a total accuracy of 96.7% in forecasting entrepreneurial decisions within the furniture industry.

Partial Test (Wald Test)

The partial test was conducted to evaluate the individual effect of each independent variable on the

dependent variable. This test determines whether a single predictor variable significantly influences the outcome variable when considered in isolation. If the significance value is less than 0.05, the null

hypothesis (H_0) is rejected, indicating that the independent variable has a statistically significant partial effect on the dependent variable.

Table 7 Wald Test

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1a	TotalLOC	0,699	0,228	9,395	1	0,002	2,012	1,287	3,147
	TotalRTP	-0,678	0,276	6,016	1	0,014	0,508	0,295	0,873
	TotalNOA	0,568	0,252	5,089	1	0,024	1,764	1,077	2,890
	TotalPerson	0,230	0,081	8,104	1	0,004	1,259	1,074	1,475
	TotalEE	-1,132	0,346	10,690	1	0,001	0,322	0,164	0,635
	TotalSS	0,168	0,077	4,779	1	0,029	1,183	1,018	1,376
	Constant	-8,620	5,129	2,825	1	0,093	0,000		

The logistic regression equation obtained was as follows:

$$\ln \frac{p}{1-p} = -8,2620 + 0,699X_1 - 0,678X_2 + 0,568X_3 + 0,230X_4 - 1,132X_5 + 0,168X_6$$

The logistic regression analysis produced an equation indicating the relationship between independent variables and entrepreneurial decision-making. The test results revealed that all variables had significance values below 0.05, confirming their statistical relevance. However, the variables risk-taking propensity and entrepreneurial education exhibited negative coefficient values, suggesting an inverse relationship with the dependent variable. In contrast, internal locus of control, need for achievement, personality, and social support demonstrated positive and significant effects on entrepreneurial decision-making.

Based on these findings, the hypotheses H1, H3, H5, and H6 were accepted, indicating support for the positive influence of locus of control, need for achievement, personality, and social support. Meanwhile, H2 and H4 were rejected, as risk-taking propensity and entrepreneurial education showed negative but significant effects.

Omnibus Test of Model Coefficients (Simultaneous Test)

The Omnibus Test of Model Coefficients was conducted to determine whether all independent variables collectively exert a simultaneous influence on the dependent variable. This test evaluates the overall significance of the logistic regression model. If the significance value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that the independent variables, when considered together, have a statistically significant effect on the dependent variable.

Table 8 Omnibus Test

Omnibus Tests of Model Coefficients				
		Chi-square	df	Itself.
Step 1	Step	69,238	6	,000
	Block	69,238	6	,000
	Model	69,238	6	,000

The results of the Omnibus Test of Model Coefficients revealed a Chi-square value of 69.238 with degrees of freedom (df) = 6 and a significance value of 0.000, which is well below the threshold of 0.05. This indicates that the independent variables—internal locus of control, risk-taking propensity, need for achievement, personality, entrepreneurial education, and social support—jointly have a

statistically significant effect on the dependent variable, namely entrepreneurial decision-making. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted,

confirming the simultaneous influence of all predictors in the model.

Discussion

The Effect of Internal Locus of Control on Entrepreneurial Decision

The variable internal locus of control exhibited a positive regression coefficient of 0.699 with a significance value of 0.002, which is below the 0.05 threshold. This indicates that internal locus of control has a positive and statistically significant influence on entrepreneurial decision-making. These findings are consistent with previous research conducted by Wardana & Ghofur (2024), Ani & Kurniawan (2023), and Ma'rifah (2019) all of which concluded that individuals with a strong internal locus of control are more likely to pursue entrepreneurial ventures.

Individuals with a high internal locus of control tend to be independent, responsible, and believe that their efforts directly determine success or failure. This belief fosters a proactive mindset, encouraging them to take calculated risks, identify opportunities, and overcome obstacles. As a result, they develop a strong entrepreneurial attitude, are more motivated to take initiative, and possess greater confidence in their ability to succeed in business.

The Effect of Risk-Taking Propensity on Entrepreneurial Decision

The variable risk-taking propensity exhibited a negative regression coefficient of -0.678 with a significance value of 0.014, which is below the 0.05 threshold. This indicates that risk-taking propensity has a negative and statistically significant influence on entrepreneurial decision-making. These findings are consistent with previous studies by Mustofa & Ekawati (2017), Putri, (2017), and Adhimursandi, (2016), which also reported a negative relationship between risk-taking behavior and entrepreneurial intention.

Individuals with a high tendency toward risk-taking may experience fear of failure and difficulty adapting to market dynamics, which can act as barriers to entrepreneurial engagement. As a result, the intention to pursue entrepreneurship is more strongly influenced by mental preparedness and strategic planning, rather than by mere willingness to confront risk. This suggests that successful entrepreneurial decision-making requires more than boldness—it demands thoughtful consideration and resilience.

The Effect of Need of Achievement on Entrepreneurial Decisions

The variable need for achievement demonstrated a positive regression coefficient of 0.568 with a significance value of 0.024, which is below the 0.05 threshold. This indicates that the need for achievement has a positive and statistically significant influence on entrepreneurial decision-making. These findings are consistent with prior research conducted by Wardana & Ghofur (2024), Musdalifah et al. (2024), Mustofa & Ekawati, (2017), and Saputro et al. (2022), all of which concluded that individuals with a strong need for achievement are more inclined to pursue entrepreneurship.

Individuals with a high level of need for achievement tend to be creative, innovative, and persistent in overcoming challenges. They are also more willing to take risks and are motivated to assess their capabilities, make strategic decisions, and strive for optimal outcomes. The stronger this internal drive, the greater their interest and commitment to entrepreneurial endeavors.

The Effect of Personality on Entrepreneurial Decisions

The variable personality showed a positive regression coefficient of 0.230 with a significance value of 0.004, which is below the 0.05 threshold. This indicates that personality has a positive and statistically significant influence on entrepreneurial decision-making. These findings are consistent with previous studies by Oktaviani (2020), Setyanti et al. (2018), and Sunatar et al. (2024) which also found that personality traits play a crucial role in shaping entrepreneurial intentions.

Positive personality traits—such as risk-taking courage, independence, creativity, leadership, and future orientation—are considered key motivators that inspire individuals to pursue entrepreneurial ventures. The stronger and more developed these traits are, the greater the individual's interest and

confidence in initiating and sustaining a business, thereby increasing their potential to become a successful entrepreneur.

The Effect of Entrepreneurial Education on Entrepreneurial Decisions

The variable entrepreneurial education showed a negative regression coefficient of -1.132 with a significance value of 0.001, which is below the 0.05 threshold. This indicates that entrepreneurial

education had a negative and statistically significant influence on entrepreneurial decision-making. These findings are consistent with previous studies by Setyaki & Sugiyanto (2023), Aslan et al. (2023), and Fatahillah & Ranto (2020), which also reported a negative relationship between entrepreneurial education and the intention to become an entrepreneur.

This result suggests that, at the time of the study, entrepreneurship education may have been overly

theoretical and lacking in practical application. While theoretical knowledge is important, hands-on experience in running a business is often more effective in cultivating entrepreneurial interest and mindset. Individuals who are exposed only to theoretical instruction without real-world practice may be less inclined to pursue entrepreneurship, as they may lack the confidence and practical skills needed to start and manage a business. The negative impact of entrepreneurial education is particularly noteworthy. This finding echoes recent research indicating that entrepreneurship education does not always stimulate entrepreneurial intention. Silesky-Gonzalez et al. (2025) found that while education may enhance perceived behavioral control, it does not necessarily increase entrepreneurial intention. Similarly, Wijayati et al. (2021) emphasized that the effectiveness of entrepreneurship education varies depending on students' backgrounds and the practical relevance of the curriculum. Moreover, endogenous factors such as locus of control and self-efficacy may mediate the relationship between education and intention (Baena-Luna et al., 2024). These insights suggest a need to reevaluate curriculum design to better align educational content with industry demands and learner needs. When someone had learned the realities of the entrepreneurial world, such as financial uncertainty and high levels of stress in running a business, they could lose interest in entrepreneurship, especially if the theories they had learned did not emphasize the potential uncertainties that might occur.

The Effect of Social Support on Entrepreneurial Decisions

The variable social support exhibited a negative regression coefficient of -0.168, with a significance level of 0.029, which is below the conventional threshold of 0.05. This indicates that risk-taking propensity exerts a statistically significant negative effect on entrepreneurial decision-making. However, this finding contrasts with previous studies conducted by Salwa et al. (2024), Nurhayati et al. (2019), and Sahban et al. (2016) which reported a positive relationship between social support and entrepreneurial decision-making.

These prior studies suggest that emotional encouragement, motivational reinforcement, and active social engagement contribute substantially to psychological resilience, thereby enhancing self-confidence and the willingness to initiate entrepreneurial ventures. Consequently, a higher degree of perceived social support is associated with an increased likelihood of engaging in entrepreneurial activities.

The Effect of Independent Variables on Entrepreneurial Decisions

The analysis revealed that the independent variables yielded an F-statistic of 69.238, which exceeds the critical F-value of 2.27, with a significance level of 0.000 ($p < 0.05$). This indicates that the variables—locus of control, risk-taking propensity, need for achievement, personality traits, entrepreneurial education, and social support—collectively exert a statistically significant influence on entrepreneurial decision-making. These findings are consistent with those reported by Dwijayanti, (2015), Aditia et al. (2022), and Ramadhani et al. (2024).

The results suggest that when both internal and external determinants of entrepreneurial behavior are integrated and mutually reinforced, they substantially enhance an individual's inclination and commitment to pursue entrepreneurial ventures.

V. CONCLUSION

The findings of this study indicate that several psychological and contextual factors significantly influence entrepreneurial decision-making. Specifically, internal locus of control, need for achievement, personality traits, and social support were found to have a positive effect, while risk-taking propensity and entrepreneurial education demonstrated a negative impact. Furthermore, these six variables collectively exerted a statistically significant influence when considered simultaneously.

These results suggest that entrepreneurial decisions in the furniture industry are shaped by a complex interplay of internal motivations and external support systems. However, the study was limited by its reliance on online questionnaires, a geographically concentrated respondent pool primarily from Central Java, and a sample restricted to furniture industry entrepreneurs, which may limit the generalizability of the findings. Based on these limitations, it is recommended that entrepreneurs

manage risk through strategic planning and diversification, and supplement theoretical education with practical experiences. Future research should explore additional influencing factors, include diverse industrial sectors, and expand geographic coverage to enhance the robustness and applicability of the findings.

REFERENCES

- Adhimursandi, D. (2016). Faktor-Faktor Yang Mempengaruhi Niat Kewirausahaan Doddy Adhimursandi Fakultas Ekonomi dan Bisnis Universitas Mulawarman, Indonesia. *Jurnal Ekonomi Dan Manajemen*, 13(1), 193–210.
- Aditia, maulana, Pardiman, & Rahmawati. (2022). *Pengaruh Pendidikan Kewirausahaan, Dukungan Keluarga, Dan Motivasi Prestasi Terhadap Minat Berwirausaha*. 93–102.
- Ahya, A., & Siaputra, I. B. (2022). *Validasi Big Five Inventory-2 (Bfi-2) Untuk Indonesia : Belum Sempurna Tetapi Valid Dan Reliabel Mengukur Kepribadian*. 9, 179–203. <https://doi.org/10.24854/jpu458>
- Ajzen, I., & Schmidt, P. (2020). *Changing Behavior Using the Theory of Planned Behavior*.
- Ani, A. N. D., & Kurniawan, R. Y. (2023). Systematic Literature Review (SLR): Pengaruh Pendidikan Kewirausahaan Dan Locus Of Control Terhadap Intensi Berwirausaha. *Jurnal Bisnis Dan Kewirausahaan*, 12(3), 336–342. <https://doi.org/10.37476/jbk.v12i3.4068>
- Antonic, J. A. (2018). *Risk-Taking Propensity and Entrepreneurship : The Role of Power Distance*. 26(1), 1–26. <https://doi.org/10.1142/S0218495818500012>
- Anwar, I., & Saleem, I. (2019). Exploring entrepreneurial characteristics among university students: an evidence from India. *Asia Pacific Journal of Innovation and Entrepreneurship*, 13(3), 282–295. <https://doi.org/10.1108/apjie-07-2018-0044>
- Aprilia, G., & Ardana, I. K. (2021). The Influence of Subjective Norms, Locus of Control, and Need for Achievement on Entrepreneurial Intentions. *American Journal of Humanities and Social Sciences Research*, 5(6), 168–173. www.ajhssr.com

- Asikin, M. N. (2023). *Tingkat Wirausaha Indonesia Masih Rendah*.
https://www.jawapos.com/ekonomi/01440794/tingkat-wirausaha-indonesia-masih-rendah#google_vignette
- Aslan, A., Soimah, N., & Imelda, D. Q. (2023). Pelaksanaan pendidikan kewirausahaan di perguruan tinggi serta motivasi sukses terhadap minat berwirausaha mahasiswa di Provinsi Kalimantan Utara. *Borobudur Management Review*, 3(2)(2), 107–123. <https://doi.org/10.31603/bmar.v>
- Darmawan, D. (2022). *Pengaruh Locus Kendali , Lingkungan Sosial dan Perilaku Produktif Mahasiswa terhadap Intensi Berwirausaha*. 5(2), 422–430.
- Deyon, A. A. Z. (2017). *Pengaruh Need for Achievement terhadap Kemampuan Self Regulated Learning pada Siswa Kelas X MIPA Tahfidz MAN 1 Jember*.
- Dinata, S. (2022). *Syaiful Dinata lainnya , sehingga manusia dikatakan sebagai makhluk yang lebih baik*. 8(2), 107–130.
- Dwijayanti, R. (2015). Pengaruh Pendidikan Keirausahaan, Locus of Control, dan Kebutuhan Berprestasi Terhadap Pembentukan Sikap Kewirausahaan Mahasiswa. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 3(2), 170. <https://doi.org/10.26740/jepk.v3n2.p170-180>
- Erren Setyaki, & Sugiyanto. (2023). Pengaruh Pendidikan Kewirausahaan, Lingkungan Keluarga, Motivasi Berwirausaha Terhadap Minat Berwirausaha. *Profit: Jurnal Manajemen, Bisnis Dan Akuntansi*, 2(4), 277–294. <https://doi.org/10.58192/profit.v2i4.1388>
- Fachrurazi, & Nurcholifah, I. (2021). *Kewirausahaan (Teori dan Praktek)*. September.
- Fatahillah, A. R., & Ranto, D. W. P. (2020). Niat berwirausaha pada mahasiswa manajemen administrasi. *Jurnal Bisnis, Manajemen, Dan Akuntansi*, 7(1), 43–54.
- Faturokhman, M., & Burhanuddin, D. (2023). *Ekosistem Kewirausahaan dan Pertumbuhan Ekonomi*.
<https://www.republika.id/posts/47834/ekosistem-kewirausahaan-dan-pertumbuhan-ekonomi>
- Firmansyah, W., Jaya, I., & Sumarni. (2020). *Analisis motivasi berprestasi pada mahasiswa Prodi Manajemen Fakultas Ekonomi dan Bisnis Universitas Jambi*. 8(2), 85–96.
- Ghozali, I. (2018). Application of multivariate analysis with IBM SPSS 25 Program. In *Agency* (Vol. 1, Issue 1, pp. 1–99).
- Hidayati, L., Amanda, R., & Samara, S. (2023). *Pengaruh Dukungan Sosial Terhadap Kesejahteraan Subjektif pada Siswa (Definisi Kesejahteraan Subjektif)*. 1(3).
- Ibda, F. (2023). *Dukungan Sosial : Sebagai Bantuan Menghadapi Stres dalam Kalangan Remaja Yatim di Panti Asuhan Fatimah Ibda*. 12(02), 153–169.
- Kasmawati, Syarifuddin, & Elpisah. (2025). *Pengaruh Locus of Control dan Motivasi Belajar Terhadap Prestasi Belajar Siswa SMAN 23 Makassar*. 4(1), 2962–2965.

- Kemenperin Dorong Industri Furnitur sebagai Sektor Pendukung Potensi Pariwisata.* (2024).
<https://ikm.kemenperin.go.id/kemenperin-dorong-industri-furnitur-sebagai-sektor-pendukung-potensi-pariwisata>
- Kariv, D., Giglio, C. & Corvello, V. Fostering Entrepreneurial intentions: exploring the interplay of education and endogenous factors. *Int Entrep Manag J* 21, 17 (2025).
<https://doi.org/10.1007/s11365-024-01020-1>
- Ma'rifah, N. N. (2019). Pengaruh Kebutuhan Berprestasi, Locus of Control Internal Dan Pengalaman Kewirausahaan Terhadap Sikap Kewirausahaan Pada Mahasiswa. *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan*, 3(1), 55. <https://doi.org/10.26740/jpeka.v3n1.p55-70>
- Muhammad Amsal Sahban, Subramaniam Sri Ramalu, R. S. (2016). *The Influence of Social Support on Entrepreneurial Inclination among Business Students in Indonesia*. 1(2), 95–99.
- Musdalifah, Marlina, S., & Sengo, A. (2024). *Pengaruh Need For Achievement Terhadap Minat Berwirausaha Mahasiswa Program Studi Pendidikan Ekonomi FKIP Universitas Patempo*. 7, 9524–9529.
- Mustofa, A. L. A., & Ekawati, N. W. (2017). *Keberanian Mengambil Risiko Memediasi Pengaruh Efikasi Diri Dan Kebutuhan Akan Prestasi Terhadap Niat Berwirausaha*. 6(10), 5377–5404.
- Nurhayati, R., Farradinna, S., & Nugroho, S. (2019). Efikasi Diri Dan Dukungan Sosial Keluarga Memprediksi Minat Berwirausaha Pada Mahasiswa. *Proyeksi*, 14(2), 151.
<https://doi.org/10.30659/jp.14.2.151-161>
- Oktaviani, V. (2020). Pengaruh Kepribadian Wirausaha Terhadap Minat Berwirausaha Siswa Tata Busana Smkn 6 Padang. *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan*, 4(1), 45–54. <https://doi.org/10.26740/jpeka.v4n1.p45-54>
- Pebriyanti, N., & Rizky, G. (2024). *Pengaruh Entrepreneurial Education terhadap Entrepreneurial Intention dengan Self-Efficacy sebagai Variabel Intervening pada Mahasiswa di Kabupaten Banyumas*. 8(4), 1411–1422.
- Potensi Ekspor Bisnis Kerajinan Furnitur serta Negara Tujuan Ekspornya.* (2023).
<https://www.uniaircargo.co.id/blog/export-import/potensi-ekspor-bisnis-kerajinan-furnitur-serta-negara-tujuan-ekspornya>
- Putri, N. L. W. W. (2017). *Pengaruh Pendidikan Kewirausahaan Terhadap Minat Mahasiswa Untuk Berwirausaha pada Mahasiswa Pendidikan Ekonomi Universitas Pendidikan Ganesha*. 9(1)
- Rahmawati, A., Handari, S., & Garad, A. (2023). Social Sciences & Humanities Open The effect of financial literacy , training and locus of control on creative economic business performance. *Social Sciences & Humanities Open*, 8(1), 100721. <https://doi.org/10.1016/j.ssaho.2023.100721>
- Ramadhani, D. E. B. N., Diana, N., & Hidayati, I. (2024). *Pengaruh Pengetahuan Kewirausahaan dan Risk Taking Propensity Terhadap Minat Berwirausaha Mahasiswa Fakultas Ekonomi dan Bisnis Universitas Islam Malang Angkatan 2020-2022*. 13(02), 1–23.
- Salwa, A. M., Kewirausahaan, P. S., & Malikussaleh, U. (2024). *Pengaruh Mentoring Dan Dukungan*

Sosial Terhadap Minat Berwirausaha Mahasiswa Pada Fakultas Ekonomi Dan Bisnis Universitas Malikussaleh. 3(3), 387–399.

- Saputro, W. E., Adi, B. W., & Totalia, S. A. (2022). Pengaruh Pendidikan Kewirausahaan, Need for Achievement, Dan Internal Locus of Control Terhadap Minat Berwirausaha Siswa Smk Negeri 1 Sukoharjo. *Oikos : Jurnal Ekonomi Dan Pendidikan Ekonomi*, 7(1), 11–29. <https://doi.org/10.23969/oikos.v7i1.6229>
- Setyanti, S. W. L. H., Herlambang, D., & Prajitiasari, E. D. (2018). Pengaruh Lingkungan Keluarga Dan Lingkungan Sosial Terhadap Kepribadian Dan Minat Berwirausaha Mahasiswa. *Jurnal Manajemen Dan Bisnis Indonesia*, 4(1). <https://doi.org/10.32528/jmbi.v4i1.1711>
- Sholeh, M. (2025). *Data Jumlah Pengangguran Terbuka di Indonesia Berdasarkan Pendidikan Terakhir Tahun 2024*. <https://data.goodstats.id/statistic/data-jumlah-pengangguran-terbuka-di-indonesia-berdasarkan-pendidikan-terakhir-tahun-2024-zYgTu>
- Si, W., Yan, Q., Wang, W., Meng, L., & Zhang, M. (2022). *Research on the Influence of Non-Cognitive Ability and Social Support Perception on College Students ' Entrepreneurial Intention*. Silesky-Gonzalez, E., Lezcano-Calderon, Y. & Mora-Cruz, A. Effects of education for entrepreneurship and entrepreneurial intention in university students. *Int Entrep Manag J* 21, 26 (2025). <https://doi.org/10.1007/s11365-024-01039-4>
- Stella, S. (2024). *Personality and Individual Differences in Leadership Behavior . A Review*. 7, 49–61.
- Suhendra, Z. (2025). *Furniture RI Bisa Jadi Jagoan di Pasar Global, Ini Alasannya*. <https://www.detik.com/properti/berita/d-7786263/furniture-ri-bisa-jadi-jagoan-di-pasar-global-ini-alasannya>
- Sunatar, B., Khoirunnisa, K., & Katmas, E. (2024). Pengaruh Kepribadian dan Lingkungan Sosial terhadap Keputusan Berwirausaha pada Mahasiswa Ekonomi Syariah Institut Agama Islam Negeri Sorong. *JEMMA (Journal of Economic, Management, and Accounting)*, 7(X), 1–9. <http://www.ojs.unanda.ac.id/index.php/jemma/index>
- Suwandi, Amelia, Situmorang, M. S., & Parlindungan, S. (2024). *Peran Kewirausahaan dalam Membangun dan Memajukan Perekonomian Bangsa*. 2(1).
- Tiona, T., & Tan, P. H. P. (2024). *Subjective norm , perceived behavioral control , self efficacy*. 2024(2022), 840–850.
- Tu, A. (2016). *Personality Traits on Entrepreneurial Intention*. 229, 12–21. <https://doi.org/10.1016/j.sbspro.2016.07.109>
- Wardana, D. W., & Ghofur, M. A. (2024). *Pengaruh Locus of Control, Need For Achievement, dan Proactive Personality Terhadap Intensi Berwirausaha Siswa SMA di Kabupaten Gresik*. 15(1), 37–48.
- Wijaya, W., & Handoyo, S. E. (2022). *Pengaruh Pendidikan Kewirausahaan, Empati dan Dukungan*

Sosial Terhadap Intensi Berwirausaha Sosial Mahasiswa. 04(02), 546–555.

Wijayati, D.T., Fazlurrahman, H., Hadi, H.K. et al. The effect of entrepreneurship education on entrepreneurial intention through planned behavioural control, subjective norm, and entrepreneurial attitude. *J Glob Entrepr Res* 11, 505–518 (2021). <https://doi.org/10.1007/s40497-021-00298-7>

Zhang, D. C., Highhouse, S., & Nye, C. D. (2018). *Development and validation of the General Risk Propensity Scale (GRiPS). January*, 1–16. <https://doi.org/10.1002/bdm.2102>