

Description Of Resilience In Entrepreneurial Students In The Pandemic Period

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ABSTRACT

Higher education institutions as educational personnel have recently begun to pay attention to the development of entrepreneurial character to students so that many students are interested in carrying out entrepreneurship. However, with the Covid-19 pandemic currently being faced by all people in the world, certainly has an impact and challenges on the efforts initiated by these students. The ability of individuals to overcome difficulties and challenges that occur requires expertise which is termed as resilience. This study seeks to provide an overview of the state of students when running a business in the midst of the Covid-19 pandemic. This research was conducted quantitatively on 155 students who practice entrepreneurship in Padang City. Samples were taken using simple random sampling technique. Resilience variable is measured using The Resilience Scale developed by Wagnild and Young (1993) which has been adapted into Indonesian. The preliminary study conducted shows that there was a difference in resilience among students who were entrepreneurial and those who were not entrepreneurs, students who were entrepreneurial had a higher level of resilience. In this study, it was also found that there were no differences in resilience based on the gender of students who were entrepreneurial ($t = 1.031$ and $p = 0.304$), so that men and women who were entrepreneurs had relatively the same level of resilience.

Keywords: Entrepreneurship; resilience; students

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INTRODUCTION

Entrepreneurship has become a focal point to be discussed among societies at present. As a matter of fact, the profession as an entrepreneur has made an effective contribution to the development of a country. The important role played by entrepreneurs is intended to overcome various issues faced by the state such as poverty alleviation, unemployment, low purchasing power, difficult employment opportunities, and increased economic growth. These concerns on entrepreneurship have created a crucial issue to be discussed widely.

Entrepreneurship as part of the Ministry of Industry (Kemenperin) programs has set a target that by 2030 as much as four percent of the total population are entrepreneurs. Based on the data from the 2018 Global Entrepreneurship Index, out of 137 countries, Indonesia is sitting on the 94th rank in terms of entrepreneurship. In fact, this position is still in a lagging position compared to several other Southeast Asian countries. This is due to Vietnam being in 87th place whereas the Philippines is in 76th, Thailand is in 71st, Malaysia is in 58th, Brunei Darussalam is in 53rd, and Singapore is in 27th (Republika, 2020). This is indeed a challenging task for the Indonesian government to put more effort to increase the percentage of entrepreneurs in Indonesia.

Higher education institutions as educational personnel have begun to pay attention to the development of the entrepreneurial character of their students as learners. As mentioned by Zimmerer et al. (2008) that one of the factors driving growth in a country lied in the role of universities in administering entrepreneurship education. Widhiandono (2016) also added that colleges and schools had essential roles in creating graduates who have the competencies needed in business and providing entrepreneurial skills for alumni so that they would not only look for jobs but also manage to create job opportunities and create high-quality and valuable products.

Higher education institutions function as organizations that motivate entrepreneurship education to develop regional and community economies. Practicing entrepreneurship in an educational institution has been considered ideal due to shaping entrepreneurial culture and aspirations among students so that they would start learning to survive in today's demanding business environment (Keat et al., 2011).

The economic turnover rotating rapidly has contributed to fundamental changes for entrepreneurs. Today, one of the biggest challenges is the decline in the world economy due to the COVID-19 pandemic. The International Monetary Fund (IMF) projects that global economic losses due to the coronavirus pandemic could reach as much as 12 trillion US dollars or around IDR 168,000 trillion (with an exchange rate of IDR 14,000). In addition, 95 percent of countries in the world have been projected to experience economic contraction or growth in the negative zone (Kompas, 2020).

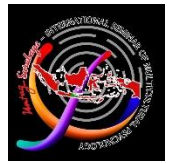
The data from the Ministry of Cooperatives and Small and Medium Enterprises (Kemenkop UMKM) also showed that there were around 37,000 MSMEs reporting that they have been greatly affected by this pandemic, marked by around 56 percent reporting a decrease in sales, 22 percent reporting problems in the aspect of the financing, 15 percent reporting on problems with the distribution of goods, and 4 percent reporting difficulties in getting raw materials (Thaha, 2020). Students whose most businesses were engaged in micro, small and medium enterprises, were certainly affected by the current economic situation as well. In such a way, this has turned into a serious challenge for the continuation of their businesses.

Business challenges during the Covid-19 pandemic time and other challenges were the situations that have been encountered by entrepreneurs. These conditions and routines were inevitably considered as the continuation of the business that has been started. Entrepreneurs who could find opportunities in a new, highly competitive and fast-changing global economy were those who ultimately set the pace and the standards (Bullough & Renko, 2013).

The Kauffman Foundation, as one of the world's leading institutions on entrepreneurship, stated that more than 50% of today's largest fast-growing companies were founded in times of economic hardship. Setting up a new company during a downturn did not actually put a company in the loss-making position as people's assumptions (Bullough & Renko, 2013). This explains that a business running or being initiated during a period of economic downturn will not necessarily cause a loss, however, it really depends on how the entrepreneur could take advantage of those situations.

Hedner et al. (2011) explained that understanding the concept of entrepreneurship and current entrepreneurial characteristics could be seen from three sources. The first approach comes from the contribution of economic writers and researchers on the role of entrepreneurship in economic development and in the application of economic theory. The second approach deals with entrepreneurship as a psychological trait based on the characteristics of entrepreneurial personality. The third is the social behavior approach, which emphasizes the influence of the social environment and personality traits in shaping entrepreneurship. In this study, researchers attempt to focus on seeing entrepreneurship from the perspective of psychological characteristics.

One of the psychological characteristics most often associated with entrepreneurship is the ability to resilience. Resilience has been defined as the system's ability to revive after adversity and the ability to learn, adapt and renew under conditions of continuous change (Walker and Salt, 2006). Connor & Davidson (2003) described that resilience is a measurement ability to cope with stress, resilience could



be important in restoring anxiety, depression, and stress reactions. The ability of individual resilience develops when someone is in adversity which is the ability in facing problems so that they could adapt to these circumstances and recover from various difficulties.

Resilience in entrepreneurship could be explained as a dynamic adaptation process that allows entrepreneurs to continue looking to the future even though the market conditions seemed to be difficult, or it could also be interpreted as the capacity of an entrepreneur to cope with hard situations (Ayala & Manzano, 2014). Entrepreneurial resilience could be developed by increasing and forming professional networks with experts and mentors, accepting that change is part of life, and avoiding seeing crises as something insurmountable (Davidson, 2000).

Research on resilience and entrepreneurship seems interesting for some experts to interpret resilience as a form of readiness, hardiness, persistence, or self-efficacy to explain why some entrepreneurs and their companies have better performance than their competitors who do not have resilience. Several studies showed that the entrepreneur's decision whether or not to start a business was influenced by the resilience they possess, in other words, individual resilience is positively and significantly related to entrepreneurial intentions (Korber & McNaughton, 2018). Several studies explained that the resilience owned by a person triggers individuals in making decisions to become entrepreneurs or not to be entrepreneurs (Bernard & Barbosa, 2016).

Other studies explained that resilience is not only related to entrepreneurial intentions, but more than that resilience also affected a person's success in running the business. Chadwick & Raver (2020) explained that resilience affects the cognitive and behavioral repertoire of entrepreneurs in ways that helped their businesses to succeed over time. As a matter of fact, resilience has caused positive emotions in entrepreneurs. Moreover, those entrepreneurs with a high level of resilience seem to be more ready to encounter challenges in their business environment. In addition, resilience has an influence on the ability of entrepreneurs to survive in running their business.

Research on resilience and entrepreneurship also stated that resilience will develop in line with the learning process for entrepreneurship. Certainly, this is an advantage for students who run entrepreneurship in developing their resilience abilities. Duchek (2018) examined that entrepreneurial resilience, one of which aroused and developed from various entrepreneurial experiences. His research on some of the world's largest entrepreneurs found that some of them had spent up to a decade in business and gained knowledge and experience during the business process.

Entrepreneurs formed through "learning by doing", tend to make decisions by negotiating with business partners, addressing changing problems and demands, and facing the consequences for their decisions. By practicing these, they automatically gain entrepreneurial experience. Indeed, these experiences definitely have made them become more resilient and successful (Duchek, 2018). Consequently, the experiences and challenges in which the students dealt with during their business processes would make them more resilient. Therefore, difficult times like the current pandemic situation would make them more resilient with their learning experiences forming them to be better in preparing their success.

Ayala & Manzano (2014) also portrayed three factors affecting the resilience of entrepreneurs, such as hardiness, resourcefulness, and optimism. First, hardiness referred to self-control, not in a way that controlling over the actions or support of others. Second, resourcefulness referred to the resources, abilities and skills that entrepreneurs have to control various unbeneficial situations. The last one which is optimism referred to the entrepreneur's capacity to maintain a positive attitude in difficult circumstances, situations where there is uncertainty about the results obtained.

Students who become entrepreneurs as a way of their learning process would definitely encounter several challenges and obstacles in running their business. In addition, the resilience they have will

determine whether they are able to survive or give up with their continued efforts. Besides that, the process of learning entrepreneurship also enhances their resilience skills so that in the end they would be ready for the challenges at the next level. Realizing the importance of resilience in entrepreneurship, the researchers attempt to provide an overview of the state of resilience to students who run entrepreneurship against the background of the pandemic challenges.

METHOD

The method used in this research is a quantitative method. The sample of this research was taken from 155 students from several universities in Padang. The sampling technique in this study is using simple random sampling, which was believed to be simple because the sampling of sample members from the population is conducted randomly without paying attention to the strata in the population (Sugiyono, 2017).

This study measured the resilience variable of student entrepreneurs. The resilience variable was measured using The Resilience Scale which has been adapted into Indonesian. This scale was based on the characteristics expressed by Wagnild & Young (1993), namely equanimity, perseverance, self-reliance, meaningfulness, and existential aloneness.

Before using the measuring tool for the results of this adaptation, several tests were conducted on a number of people to see its validity and reliability. The resilience scale consists of 25 items, 24 of which have an item discrimination power value above 0.30, which moves between 0.392 to 0.835, while 1 item has an item discrimination power value below 0.30, which is -0.175. The reliability test results of the resilience scale show that the reliability value of this measuring instrument is 0.963.

RESULT

In this preliminary study, the researchers attempted to first compare the results of the resilience score among student entrepreneurs and students who are not entrepreneurs. The results of the comparison are as follows:

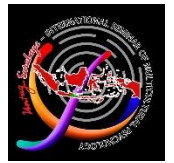
Table 1. Categorization of Resilience Scale Based on Empirical Mean Comparison

Variable	X score obtained (empirical)				N
	X Min	X Max	Mean	SD	
Resilience Student Entrepreneurs	103	168	136,9	13,5	155
Resilience Non- Student Entrepreneurs	85	154	128.1	15,6	77

The mean score shows that the student entrepreneurs' resilience score is higher than the students who are not entrepreneurs (136.9 > 128.1). The results of statistical calculations using SPSS (Statistical Program for Social Science) version 23 for windows also show that the t-value measure of resilience for student entrepreneurs and students who are not entrepreneurs is 4.442 with a probability (sig.) of 0.000 (<0.05). This explains a difference between student entrepreneurs and non-student entrepreneurs, where the mean score shows that the resilience score of student entrepreneurs is higher than students who are not entrepreneurs.

Table. 2 Resilience Scale Categorization for Student Entrepreneurs

Category	Student Entrepreneurs	Percentage
Low	20	12.9%
Medium	111	71,6%
High	24	15,5%



From the results of the categorization, it is found that student entrepreneurs are mostly in the medium category at 71.6%, while the others are in the high category at 15.5% and the low category is at 12.9%.

Table. 3 Student Entrepreneurs Resilience Score Categorization Based on the Length of Business

Length of Business	Student entrepreneurs	X Min	X Max	Mean
< 1 year	72	73	168	135,1
1 – 3 years	66	103	168	136,1
> 3 years	17	120	168	142

The comparison of the mean resilience score also shows a difference in resilience scores when viewed from the length of the business period. Students with a business period of more than three years have the highest mean score, namely 142. Then, the mean score followed by students with a business period of one to three years is 136.1, although the difference is not too significant from the period of students who are entrepreneurs below one year amounting to 135.1. Although this difference is not statistically significant because of the significance level of 0.211 (> 0.05), the comparison of these mean scores could still be seen as meaningful.

Table. 4 Student Entrepreneurs Resilience Score Categorization Based on Gender

Gender	Student entrepreneurs	X Min	X Max	Mean
Male	54	103	168	138,4
Female	101	106	168	136,1

The results of statistical calculations using SPSS version 23 for windows also show the comparison between the entrepreneurial resilience scores between male and female students who have t-value measure of 1.031 with a probability (sig.) of 0.304 (> 0.05). This explains that there is no difference in resilience based on the gender of student entrepreneurs so that both male and female student entrepreneurs have a relatively identical level of resilience.

DISCUSSION

The results of the preliminary study show that there are some differences between student entrepreneurs and those who are not entrepreneurs. The t-value measure of resilience for student entrepreneurs and those who are not is 4.442 with a probability (sig.) of 0.000 (< 0.05). From the difference in mean scores, it could be seen that student entrepreneurs have a higher level of resilience than those who are not entrepreneurs.

The preliminary study conducted indicated that students who took steps as entrepreneurs had a better level of resilience than their fellow students who are not entrepreneurs. Entrepreneurial steps and intentions are choices that could only be realized by individuals who have good resilience (Korber & McNaughton, 2018), resilience became a trigger for individuals in making decisions whether or not to become entrepreneurs. (Bernard & Barbosa, 2016).

On the other hand, resilience as an initial trigger in making entrepreneurial decisions or not was also needed by student entrepreneurs in developing and maintaining the business that has been started. Resilience is needed when a person is challenged with change, unfavorability, or uncertainty (Masten et al., 1999). The resilience possessed by student entrepreneurs would make it more smooth for them in order to survive during uncertainty, especially during the ongoing COVID-19 pandemic. Challenges in

the form of changes and uncertainty of markets and consumers during a pandemic are the things they must face as proof of their resilience. In addition, those current issues and challenges certainly train and develop their resilience skills in dealing with various existing problems.

De Vries and Shields (2005) stated that resilience makes skills, knowledge, and abilities work together to overcome business challenges. Moreover, the resilience possessed by entrepreneurs makes them better prepared in facing all challenges and obstacles which makes them not easily give up and with their expertise and experience they are able to find a solution without having to blame others. Entrepreneurs tended to attribute success and failure to themselves and their own actions, which might be a fundamental factor important for entrepreneurial resilience and drive (Hedner et al., 2011).

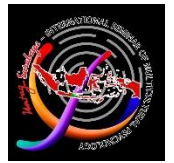
The comparison results of the resilience mean value of student entrepreneurs show that there are numerous differences in resilience scores when viewed from the length of business operation. The mean score shows that there is a score level based on the length of the entrepreneurial period, the lowest level is the length of the business operation below one year (135.1), then the range of business is one to three years (136.1), and the highest in the business period over three years (142.1). Although this difference is not statistically significant because of the significance level of 0.211 (> 0.05), this comparison of the mean values could still be seen as a substantial thing. This could indicate that entrepreneurial experience could train the resilience of entrepreneurs. To add this, the resilience ability of entrepreneurs which are initially good, will develop and increase in line with the obstacles and challenges in entrepreneurship.

On the other hand, the experiences and challenges faced by student entrepreneurs in these times of crisis and pandemic have evolved them to learn more and continue to develop. Making decisions, negotiating, overcoming problems and demands are the ways they learn from experience that would make them more resilient and successful. One of which is entrepreneurial resilience that emerged and developed from various past entrepreneurial experiences (Duchek, 2018). The process of learning entrepreneurship among students, especially during times of crisis and pandemic, would certainly make their resilience abilities grow and increase.

Entrepreneurs who start businesses in a state of crisis often have to change the status quo and try new avenues to succeed. Without resilience, individuals become less proficient in engaging the entrepreneurial behavior necessary to start a business or pursue a new venture. Individuals who are less resilient will not take action and perpetuate the caution and fear of the business world against the inconducive economic environment (Bullough & Renko, 2013).

This study also conducted an experiment to compare the resilience score based on gender in entrepreneurial students. The results of statistical calculations explain that there is no difference in resilience based on the gender of students who are entrepreneurs (a t-value measure of 1.031 with a probability (sig.) of 0.304), so that male and female entrepreneurs have a relatively equal level of resilience.

The difference in characteristics between male and female entrepreneurs influence success in entrepreneurship at times. However, on the other hand, research on the relationship between resilience and gender differences did not provided convincing results (Ayala & Manzano, 2014). There were several previous studies conducted by Burns & Anstey (2010) dan Karairmak (2010) that also showed no difference in the degree of resilience based on gender. Entrepreneurial resilience is less relevant when it is viewed from a gender perspective. Nonetheless, entrepreneurial resilience is more accurately seen from the individual's ability in terms of hardiness which refers to self-control, resourcefulness which refers to the resources, abilities and skills possessed, and optimism which refers to the capacity of entrepreneurs to maintain a positive attitude in difficult circumstances (Ayala & Manzano, 2014).



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