

LEARNING ENVIRONMENT, SELF-EFFICACY, AND ATTITUDE IMPACT VOCATIONAL STUDENTS' ENTREPRENEURIAL INTENTION?

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ABSTRACT

This research aims to examine the impact of learning environment, self-efficacy, and an entrepreneurial attitude towards entrepreneurial intention of Vocational High School students in DKI Jakarta. This study applied survey method with causal approach. Sampling techniques is random cluster sampling stages whose result in sample of 310 respondents. Research data was collected by questionnaires and then analyzed with path analysis. Research results empirically show that: a) Students entrepreneurial intentions is affected directly and positively by the learning environment, self-efficacy, and an entrepreneurial attitude, b) the learning environment and self-efficacy are directly and positively impact on the entrepreneurial attitude, and c) the learning environment is directly and positively impact on self-efficacy. The results of the study conclude that with conducive learning environment, high self-efficacy and more positive entrepreneurial attitude will increase the entrepreneurial intention of Vocational High School students.

Keywords: *entrepreneurial intention, learning environment, self-efficacy, and an entrepreneurial attitude*

The development of entrepreneurship in Indonesia has become a national strategic need in improving economic resilience. One characteristic of economic resilience is the growth of entrepreneurs that are capable of capturing and developing all business opportunities. Education plays an important role in creating and developing entrepreneurial spirit. Educational institutions as human resource management are expected to prepare students to enter the workforce and become an entrepreneur. The noble aim is also borne by vocational high schools (SMK). However, the facts show that more vocational graduates appeared as job seekers rather than creating jobs or as an entrepreneur.

This study aims to determine: (1) the direct impact of the learning environment on entrepreneurial intention, (2) the direct impact of self-efficacy on entrepreneurial intention, (3) the direct impact of entrepreneurial attitude on entrepreneurial intention (4) the direct impact of the learning environment on entrepreneurial attitude, (5) the direct impact of self-efficacy on entrepreneurial attitude, (6) the direct impact of the learning environment on self efficacy.

Theoretically, intention determine one's behavior in achieving one's goal. Intention reflects the determination/commitment to perform an action. Cohen and Hector (1990: 215) argue that the intention is a choice on something that is accompanied with determination or commitment. Furthermore, according to Gibbs (2004:24), the intention is the psychological state of a person who represents one's plan about what to do which is based on a desire that can actually be achieved. Thus, intention is an important factor formation of a behavior.

One model of intention development as formulated by Ajzen (2005: 118-119) is the Theory of Planned Behavior (TPB). This theoretical model contains a variety of variables as background (background factors). Ajzen included three background factors, namely: personal, social, and information. The personal factor is a person's general attitude towards something, personality traits, the values, emotions, and intellect. Social factors include age, sex (gender), ethnicity, education, income, and religion. The information factor is experience, knowledge and exposure to media. Background factors can impact intentions but this effect is further mediated by more specific assertions which are behavioral beliefs, normative beliefs, and belief that behavior may be implemented. Similarly, the goal of becoming an entrepreneur must begin with a strong intention. Krueger as cited in Summers (2011: 12) states that entrepreneurial intention is defined as one's commitment shown by true behavior to start a business venture. Van Gelderen, et al. (2008: 543) explores the four factors of entrepreneurial intentions, which are desire, preferences, plans, and behavior expectancies. Soderlund and Ohman

(2003: 54-55) also argues that intention is as: intentions as expectations, intentions as plans, and intentions as wants. Intentions as expectations are based on behavioral expectations that refer to the individual assessment of the likelihood that one would perform certain behaviors in the future.

The neighborhood can be a stimulus formation of knowledge and skills, in accordance with the opinion of Thorndike cited in Bell, et al., (2009: 43). Behaviorism theory explains that knowledge is a function of stimulus and response as a component of organized skill formation. Thus, learning is an interaction between an individual with environment in which the environment provides a stimulus to the individual, and vice versa, the individual also responds to the environment. The interaction process may cause changes in the behavior of the individual. This indicates that the environment is an important factor in the learning process.

The learning environment has expanded meanings along its development, as described by Falk et al., (2009: 6), that in education, the term "environment" generally refers to the biophysical, natural, physical and social environment. Based on that definition, the school as a place of learning students can take advantage of all internal and external environments, not limited to the learning process in the classroom. According to Muijs and Reynolds (2008: 169), in order to create a fun classroom environment, an important aspect to consider is the relationship between teacher and students as well as how the physical environment is managed. The interaction of teachers and students will demand active participation and involvement of students in improving the learning process. Bruff (2009: 16) argues that through active participation by students in learning, knowledge can be built independently and be an experience to solve problems in the future.

In the constructivism theory, active learning is a condition to be implemented to provide students with the opportunity to obtain information, to assemble and construct into a learning experience. Environment which is given as stimulus will encourage students to construct meaning in learning to gain experience in solving problems in the future. According to Carbonara (2005: 192), active learning must comply with the instruction principles originated from constructivism and active learning, which are ideal learning approaches.

Self-efficacy is a person's belief in self-ability to perform actions that will affect their lives (Bandura, 1998: 2). Greenberg and Baron (2003: 8) state that self-efficacy is an individual belief in self-ability to successfully carry out certain tasks. Furthermore, according to Zimmerman, et.al. (1996: 140), self-efficacy is the extent to which a person feels capable of successfully carrying out specific tasks, such as the ability to solve scientific problems. Bandura (2009: 2-3) explains that belief in self-ability will affect how a person thinks, feels, self-motivates and acts. Studies show that self-efficacy provides a significant contribution to self-motivation and goal attainment. According to Dale Schunk cited in Santrock (2007: 265), students with low self-efficacy will avoid the learning task, especially difficult ones. Instead, students with high self-efficacy will be excited about these tasks and will exert effort and persist in finishing them.

Greenberg and Baron (2003: 88) suggests three basic components of self-efficacy, namely: (1) the size of confidence level of the individual to carry out tasks, (2) the strength of a person's belief that he was able to complete the task, (3) the generality of the extent of self-efficacy or the extent of the situation and other duties. Furthermore, according to Bandura cited in Quigley (2005: 33), self-efficacy is based on three dimensions: (1) Magnitude, which refers to the degree of difficulty that a person perceived to be accomplished, (2) Strength, relates to a person's belief in self-ability to carry out specific tasks, (3) Generality, refers to the extent to which success and failure in the task or behavior might affect other tasks and other behaviors.

When a person enters a social environment and is involved social interaction, then there might arise feelings of like or dislike towards this interaction. Mental mechanism will evaluate, coloring feelings, forming perspective, which will further determine the tendencies of behavior. The perspectives and feelings are impacted by past memories, what is known, and also the perception being faced today. This is, according to Azwar (2013: 3), a phenomenon attitude that emerged from a specific state faced by the object and is also determined by past experience

Peter and Olson cited in Susanta (2006: 94), defines attitude as a comprehensive concept evaluation

done by a person. An evaluation of an object is a fundamental reaction to an object that is psychologically important. Attitude towards an object act as intermediary between the response and the corresponding object which will then crystallized as a potential reaction to the object. Furthermore, according to Ajzen (2001: 28), attitude is a description of evaluation of psychological object which is recorded in several dimension attributes such as good-bad, loss-benefit, happy-sad, and liked-disliked.

Similarly, the selection of a person to the profession as an entrepreneur that is challenging and with high risk is largely determined by the attitude towards entrepreneurship. Any person can be an entrepreneur and there are no genetic barriers (hereditary) for a person to become an entrepreneur. It is as described McClelland cited in Lupiyoadi (2007: 11), that the nature of entrepreneurship is not formed on the heredity, but due to environmental factors that affect a person to become an entrepreneur. Furthermore, Lupiyoadi explains that there are factors specific to the formation of an entrepreneurial nature. These factors are the values instilled by the family to a child in the form of encouragement to move forward and excel without the pressure. Another environment comes from an education, and more broadly is derived from the community.

METHOD

The method used in this research is survey method with causal approach. The unit of analysis of this study is vocational students in DKI Jakarta province with a target population of all vocational Students, majoring in Business and Management, amounting to 20.739 students. The population in range is 1,611 students. Sampling techniques applied multistage random sampling. The determination of sample number in this study used the formula Isaac and Michael, which resulted in 310 students. The data analysis techniques in this study applied descriptive statistics method and inferential statistics to test linearity, significance regression and multivariate statistic for path analysis. Data processing and analysis applied SPSS 19.0 and Listrel 8.72.

RESULTS AND DISCUSSION

Based on the results obtained from the path analysis calculation, the coefficient values of the path show causal relationships in the model structure as follows:

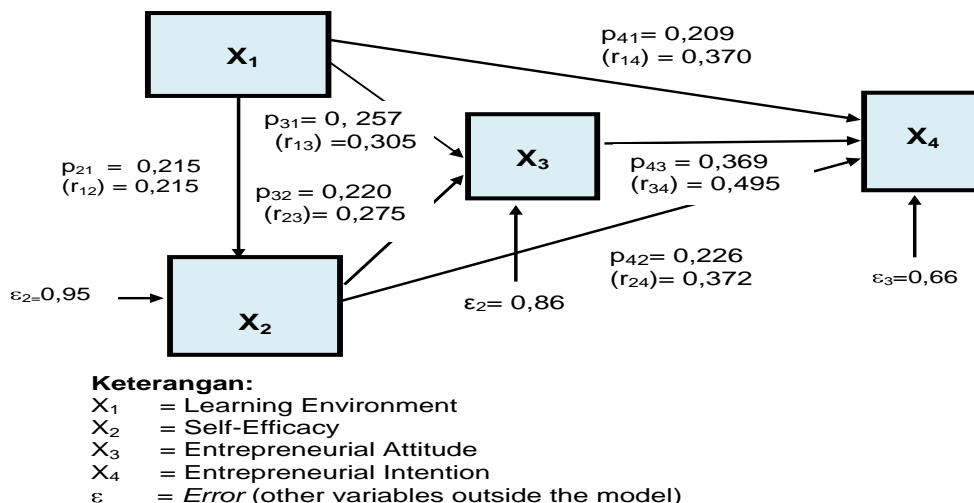


Figure 1. Summary of Test Result of Path Analysis in Research Structure

A path diagram model using trimming method is presented to clarify the impact between variables in this study. This method creates three sub-structure models, namely:

Sub-Structure 1 Model

Sub-structure 1 consists of the learning environment variables (X1), self-efficacy (X2), entrepreneurial attitude (X3) and entrepreneurial intentions (X4). Model analysis of path coefficient substructures 1 is stated in the equation $X_4 = p_{41}X_1 + p_{42}X_2 + p_{43}X_3 + \epsilon_3$. The test results of substructures 1 is calculated from SPSS 19.0. The result is as follows:

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | -13.992 | 10.860 | | - | .199 |
| Learning Environment | .161 | .038 | .209 | 4.262 | .000 |
| Self Efficacy | .217 | .047 | .226 | 4.638 | .000 |
| Entrepreneurial Attitude | .321 | .044 | .369 | 7.389 | .000 |

a. Dependent Variable: Entrepreneurial Intention

The calculations above shows that the path coefficients of $p_{41} = 0.209$; $p_{42} = 0.226$; dan $p_{43} = 0.369$. Thus the structural form of the equation is $X_4 = 0.209X_1 + 0.226X_2 + 0.369X_3 + \epsilon_3$. The value of $R^2_{4,123}$ or R square is 0,344 as shown in the Model Summary table. Therefore, it shows that the impact magnitude of other variables outside this model (error) towards the endogenous variable of X3 is $\epsilon_3 = 1 - R^2_{3,12} = 1 - 0.139 = 0.66$. The figure and the coefficient on the path are shown in the following figure.

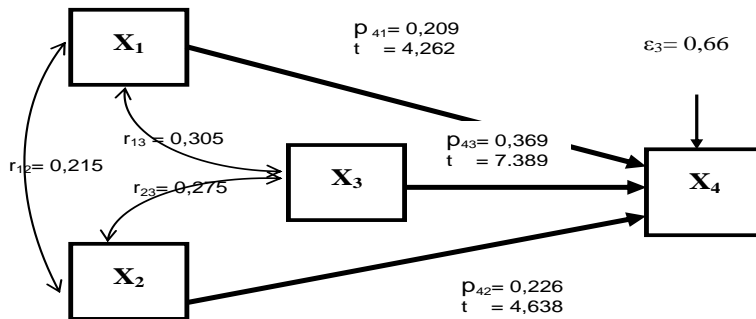


Figure 2. Path coefficient of Sub Structure 1 Model

The testing of the path coefficient of sub-structure 1 model provides decision making hypothesis testing 1, 2 and 3 below:

Hypotesis 1: Learning environment has direct positive impact on entrepreneurial intention

The results of this study indicate that the learning environment provides a direct positive impact on students' entrepreneurial intentions. The magnitude of the path coefficient impact of learning environment on entrepreneurial intention (p_{41}) is 0.209. With t value = 4.262 and p-value = 0.000 < 0.05 then H_0 is denied and H_1 accepted, which means as path p_{41} is significant. This result is consistent with the findings of Schwarz, et al. (2009; 285) that learning environment is proved to be a predictor of entrepreneurial intention with a value of $\beta = 0.066$

Furthermore, another opinion that supports the results of this study are findings from Uddin and Bose (2012: 133). The study applied multiple regression and the results showed that independent variables of

risk taking, achievement motivation, job security, an environment to start a business, and education are statistically determine the entrepreneurial intention with R square: 0.381.

A low impact of learning environment on entrepreneurial intention is because students have not yet had a strong desire for entrepreneurial. After graduating, they prefer to be an employee of a company or government institution. This is due to less supportive learning environment to encourage students to implement entrepreneurial, such as learning properties in forms of laboratory and library, the learning process that has not yet provided a real experience to students, as well as the lack of support from the parents and the community towards profession as entrepreneurs.

Based on the above explanation, the entrepreneurial intention can be enhanced through conducive learning environment. The learning environment can be in forms of family environment, school environment, and the community environment. Family and the community environment play great roles in the formation of entrepreneurial spirit in a person. Conducive environment, family, and community environment will form character and manners, such as: honesty, courage, self-reliance, strong intention, and so forth. Moreover, the family and community environment can develop social sensitivity such as: truthful, tolerance, cooperation and so on. Therefore, improving students' learning environment is urgent in order to optimize the students' entrepreneurial intention.

Hypothesis 2: Self-efficacy has direct positive impact on entrepreneurial intention

The research results showed that self-efficacy has direct positive impact on students' entrepreneurial intention. The magnitude of this impact is shown by a path coefficient (ρ_{42}) of 0.226. With $t = 4.638$ and $p\text{-value} = 0.000 < 0.05$ then H_0 is denied and H_1 is accepted and showed that path ρ_{42} is significant. This impact is still relatively low. This low contribution of self efficacy to the entrepreneurial intention is caused by students' fear of failure, lack the courage to face challenging job, easily give up when facing difficult problem, dependency on others in the completion of tasks, and low level of knowledge about pioneering or starting a business. Therefore, to optimize entrepreneurial intention, students should increase their self efficacy.

This research result is consistent with the findings of Alfonso and Cuevas (2012: 728), which concluded that factors affecting entrepreneurial intention are attitude towards entrepreneurial, the perception of social values, and self-efficacy. An entrepreneurial attitude and self efficacy positively affects entrepreneurial intentions while the perception of social values negatively affects entrepreneurial intentions. The impact of self-efficacy on the entrepreneurial intentions is resulted in a coefficient of 0.358.

The results of this study are also in accordance with the Theory of Planned Behavior developed by Ajzen (2005: 118), that intention reflects the desire of individuals when establishing behavior, which is impacted by three factors: attitude behavior, subjective norms, and behavior control operationalized in a form of self-efficacy. Self-efficacy is self-confidence on one's ability to organize and implement actions

Students with high self-efficacy will try hard in doing something, more tenacious when meeting obstacles and failures and more resilient in facing risk. Entrepreneurial requires a high level of self-confidence, because entrepreneurs will be confronted by uncertain earnings and returns, extensive hard work, low quality of life until the business established, and also high mental tension.

Hipotesis 3: Entrepreneurial aattitude has direct positive impact on entrepreneurial intention

The result of this research shows that the entrepreneurial attitude has a positive direct effect to students' entrepreneurial intention. The magnitude of these effects is shown by the path coefficient of 0.369. With $t = 7.389$ and $p\text{-value} = 0.000 < 0.05$ then H_0 is denied and H_1 accepted, and it shows a significant path ρ_{43} .

This research results is consistent with a research results of Malebana (2014: 138), on entrepreneurial intentions of students of rural South Africa which is based on the Theory of Planned Behavior. The results of this study provide strong evidence that attitude toward entrepreneurial, perceived behavioral control and subjective norms, predicts entrepreneurial intentions among rural students in South Africa. The results showed an entrepreneurial attitude to have a higher impact on entrepreneurial intentions than other variables

However, the impact of entrepreneurial attitude toward entrepreneurial intention is still relatively low. The low contribution of entrepreneurial attitude towards entrepreneurial intentions is due to the negative attitude of students towards entrepreneurship such as limited business opportunities, substantial capital needed for entrepreneurship, high risk to lose everything, and entrepreneurship is not perceived as a prestigious profession. Therefore, positive attitude towards entrepreneurship should be improved in order to optimize students' entrepreneurial intention.

Other findings that support this research results is a research of Solesvik (2013: 265) which investigated the effect on the formation of entrepreneurial intentions on two study program that enrolled in company courses. An increased entrepreneurial motivation has impact on attitude, subjective norms and behavioral control. The effect of entrepreneurial motivation towards entrepreneurial intention is mediated by attitude, subjective norms and behavioral control. Path coefficient calculation results in Solesvik's research shows the impact of entrepreneurial attitude toward entrepreneurial intention has the highest path coefficient compared with other variables, namely by 0.56. While other variables that impact the entrepreneurial intention is subjective norms and behavioral control tracks with a coefficient of 0.17 each.

The results of this study are also in accordance with the Theory of Planned Behavior developed by Ajzen, explaining that it determines the behavior of the decision-making process through a thorough and reasoned. Behavior is determined by attitude toward the behavior, subjective norm, and control of behavior through an intervening variable that is the intention. Based on the results of relevant research and theory show a positive attitude towards entrepreneurship will increase students' entrepreneurial intentions

Sub-Structure 2 Model

Sub-structure 2 consists of the learning environment variables (X_1), self-efficacy (X_2), and entrepreneurial attitude (X_3). The analysis model of path coefficients of structure 2 is expressed in the equation $X_3 = p_{31}X_1 + p_{32}X_2 + \epsilon_2$. The test results of sub-structures 2 calculated by using SPSS 19.0 is as follows.

| Coefficients | | | | | | |
|--------------|----------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 74.568 | 13.597 | | 5.484 | .000 |
| | Learning environment | .228 | .048 | .257 | 4.746 | .000 |
| | Self-Efficacy | .243 | .060 | .220 | 4.062 | .000 |

a. Dependent Variable: Entrepreneurial Attitude

Based on the calculations above, path coefficient of $p_{31} = 0.257$ and $p_{32} = 0.220$. Thus the structural form of the equation is the $X_3 = 0.257X_1 + 0.220X_2 + \epsilon_2$. The value of $R^2_{3,12}$ or R-square as seen in Table Model Summary is 0.139, which means the magnitude of impact of the variables outside this model (error) towards endogenous variable X_3 is $\epsilon_2 = 1 - R^2_{3,12} = 1 - 0.139 = 0.86$. The form and the value of path coefficients are shown in the following figure.

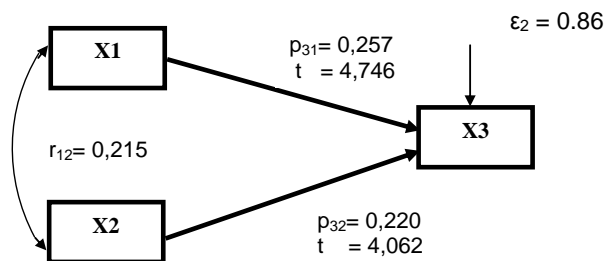


Figure 3. Path Coefficient of Sub Structure 2 Model

A testing on path coefficient sub structure 2 models will provide decision making for tests of hypotheses 4 and 5 below:

Hypothesis 4: Learning environment has direct positive impact on entrepreneurial attitude

The results of this research indicate that learning environment a positive direct impact on entrepreneurial attitude. The magnitude of these effects is shown by the path coefficient of 0.257. With $t = 4.746$ and $p\text{-value} = 0.000 < 0.05$ then H_0 is denied and H_1 is accepted and it shows a significant path p_{31} . The results of this study are consistent with findings of Afzal, et al. (2013: 72), that learning environment in the classroom can improve students' positive attitude towards mathematics lesson with a correlation coefficient of 0.119.

A lower impact of learning environment on entrepreneurial attitude is because students still portray negative attitude towards entrepreneurship, either for business opportunities, business risk capital or profession as entrepreneurs. This is due to less supportive learning environment to encourage students to implement entrepreneurship such as learning properties in forms of laboratory and library, are less supportive, the learning process that has not yet provided a real experience to students, as well as the lack of support from the parents and the community towards profession as entrepreneurs Therefore, to optimize the positive attitude of students towards entrepreneurship should be sought a development of more conducive learning environment

Attitude formation can be done through the creation of a conducive learning environment. This is in accordance with the opinion of Sarwono and Meinarno (2009: 84-86), that attitude are created by four kinds of learning, namely: (1) classical conditioning: learning based on association. The learning process can occur when a stimulus is always followed by other stimulus in that the first one becomes a cue for the second stimuli. Eventually, people will learn that if the first stimulus appears, it will be followed by the second one. (2) Instrumental conditioning, the learning process occurs when a behavior brings good results for a person; therefore the behavior will be repeated. Conversely when a behavior brings unpleasant results, then the behavior will not be repeated or will be avoided instead. (3) Learning through observation (observational learning, learning by example). The learning process by observing others behavior, which then serve as an example to behave similarly. Many behaviors displayed by someone is resulted form observing behaviours of others (4) Social Comparison, the learning process by comparing other people in order to ascertain whether one's perspective is right or wrong. A person often has a specific positive or negative attitude toward the corresponding object for a purpose of comparing and identifying oneself to others. This attitude is formed or acquired with an advice of respected and well-known people.

Hypotesis 5: Self-efficacy has direct positive impact on entrepreneurial attitude

The results of this research show that self-efficacy has positive impact on entrepreneurial attitude. The magnitude of these effects is shown by a path coefficient of 0.220. With $t = 4.062$ and $p\text{-value} = 0.000 < 0.05$ then H_0 is denied and H_1 is accepted which means that p_{32} is significant. The results of this study are consistent with the results of Talia Esnard-Flavius (2010: 26) who found that the entrepreneurial self-efficacy had either direct or indirect effect on the students' orientation of entrepreneurial attitude with a regression coefficient of 0.464

The effect of self-efficacy on entrepreneurial attitude in this study is relatively low because the students still have a negative attitude towards entrepreneurship, in term of business opportunities, business risk capital and profession as entrepreneurs. Those are caused by students' fear of failure, lack the courage to endeavour challenging job, easily given up when meet difficult problems to solve, dependence on others in completing tasks, and the low level of knowledge about pioneering or starting a business. Therefore, students' positive entrepreneurial attitude has to be improved in order to optimize students' self-efficacy.

Bandura (1998: 5-6) argues that self-efficacy plays an important role in controlling anxiety and confident in overcoming a variety of threats. With the increase in self-efficacy, the anxiety in a person would be reduced and replaced by positive attitudes. In Social Cognitive Theory (Bandura) quoted in Esmard-Flavius, it is also explained that self-efficacy become a core concept of social cognitive theory about self-regulation and self-reflection on self-successes and failures that determine the attitudes and self-behavior.

Based on research results by relevant research and theory showed that high levels of self-efficacy of students will determine the kind of action to be performed along with the level of effort they will do, the strength to survive in facing obstacles and failures, as well as the resiliency when facing setbacks. Students with strong self-efficacy will be able to complete the tasks and see the difficulties as challenges to be faced, not threats to be avoided. Therefore, high efficacy will foster students' positive attitude.

Model Sub-Structure 3

Sub-structure 3 consists of variables of learning environment (X1) as an exogenous variable and self efficacy (X2) as the endogeneous variable. Furthermore, the form of te path effect created the structural equation of $X_2 = p_{21}X_1 + \varepsilon_1$. The calculation of path coefficient is done by applying SPSS 19.0 with following results:

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|----------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 113.929 | 11.205 | | 10.168 | .000 |
| Learning environment | .172 | .045 | .215 | 3.856 | .000 |

a. Dependent Variable: Self-efficacy

Based on the calculations above, the path coefficient of $p_{21} = 0.215$. Thus the structural form of the equation is $X_2 = 0,215X_1 + \varepsilon_1$.R22. the value of $R^2_{2,1}$ or R-square as seen in Table Model Summary is 0.046. Therefore, the magnitude of effects of other variables outside the model (error) towards endogenous variable X2 is $\varepsilon_1 = 1 - R^2_{2,1} = 1 - 0.046 = 0.95$. The shape and the path coefficient values are shown in the following figure:

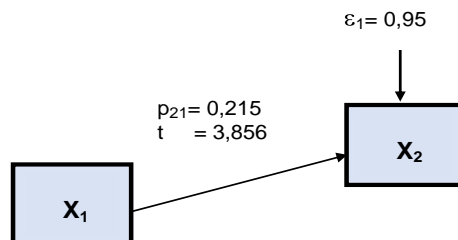


Figure 4. Path Coefficient of Sub-Struktur 3 Model

Testing of path coefficient of sub structure 3 model provide hypothesis testing 6 as follows.

Hypothesis 6 : Learning environment has direct positive impact on self-efficacy

The results of this study indicate that learning environment provides a positive effect on self-efficacy. The magnitude of these effects is shown by the path coefficient of 0.215. With $t = 3.856$ and $p\text{-value} = 0.000 < 0.05$ then H_0 is denied and H_1 is accepted which means that ρ_{21} is significant. The results are consistent with findings of Rozario and Taat (2015: 48), explains that the mathematics learning environment has a positive relationship with self-efficacy with a correlation value of 0.344.

A low effect of learning environment on self-efficacy is caused by several reasons as follows: library infrastructure that is inadequate; learning process that has not yet provided real experiences to students, lack of teachers' role in solving problems / difficulties of students, lack of parents' attention on students' studying time, as well as low self-independency of students.

According to Bandura cited in Feist and Fesit (2014: 207), social cognitive theory explains that human action is determined by the reciprocal relationship between behavior, environment, and cognitive conditions. Cognitive factors are primarily associated with self-confidence in the ability of executing behaviors needed to achieve predetermined objectives. Triadic reciprocal causation explained that environment, behavior, and humans have interactive influence on one another, in which self-efficacy refers to the human factor.

Based on the research results supported by relevant research results and theory, it shows that the student's self-efficacy can be enhanced through conducive learning environment. It is in accordance with the explanation of Bandura cited in Feist and Fesit (2014: 213-216), that an increase or decrease in the level of self-efficacy is affected by one or a combination of four sources: (1) experience to master something, (2) social modeling, (3) social persuasion, and (4) physical and social conditions. Factors that affect self-efficacy can be accustomed through learning environment, either family environment, school or community environment.

CONCLUSION

This research concludes that:

Firstly, learning environment has direct positive impact on entrepreneurial intention. Increasing conducive learning environment in order to increase student entrepreneurial intentions can be done through: i) a family environment: to practice the child's independence in learning and completion of works; practicing self-discipline with respect to studying time; providing examples for entrepreneurship; educating with attention and affection; ii) the school environment: infrastructure conditions that support learnings for entrepreneurship such as entrepreneur laboratories, business incubators at the school; creating students' discipline; and examples of successful entrepreneurs; and iii) community environment that train organizational skills and practice for cooperation in community. *Secondly*, self efficacy has direct positive impact on entrepreneurial intention. Increasing self-efficacy students to increase entrepreneurial intention can be done by: providing experience in entrepreneurship through business incubators, improving social modelling through seminars with successful entrepreneurs, giving verbal persuasion through encouragement or motivation of entrepreneurship for students setting up physical and social conditions by providing laboratories as practice setting of entrepreneurship for students. *Thirdly*, Entrepreneurial attitude has direct positive impact on entrepreneurial intention. Improving the entrepreneurial attitude to encourage entrepreneurial intention is done by: giving students personal experience through the practice of entrepreneurship; establishing in students the culture of creating jobs rather than looking for works; inspiring students by inviting successful entrepreneurs who started from the very beginning; providing a wide range of literatures on entrepreneurship; providing the knowledge and practical skills in entrepreneurship. *Fourthly*, the learning environment has direct positive impact on entrepreneurial attitude. Improving conducive learning environment to improve entrepreneurial attitude through a learning process that is able to provide a personalized experience for students in entrepreneurship with business incubators, developing a culture in students to create jobs rather than looking for work, brings successful entrepreneurs to deliver inspiring entrepreneurship for students, and providing of entrepreneurship motivation for students.

Fifthly, self-efficacy has direct positive impact on entrepreneurial attitude. Increasing students' self-efficacy in order to improve students' positive entrepreneurial attitude can be done by: providing entrepreneurial experience through business incubators, social modeling through seminars by inviting successful entrepreneurs, persuasion social skills through encouragement or motivation about entrepreneurship, physical and social conditions by providing laboratory to practice students' entrepreneurship.

Sixthly, learning environment has direct positive impact on self-efficacy. Improving conducive learning environment to increase students' self-efficacy is conducted by: giving tasks in accordance with the level of student ability with gradual task difficulty level; providing an enjoyable experience to students in the learning process; giving verbal persuasion to convince students that they have the ability to achieve goals.

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