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The Effect of Entrepreneurship Education, Parents' role, and Self Efficacy on Students' Entrepreneurship Intention Mediated By Entrepreneurship Attitudes

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Abstract: The purpose of this study to analyse the effect of entrepreneurship education, parents' role, and self-efficacy mediated by entrepreneurship attitudes on students' entrepreneurship intention of Economics Faculty, State University of Malang. The sample of this research was students of Economics Faculty, State University of Malang involving 347 respondents. The collected data was analysed by using Structural Equation Model (SEM). The result of the research showed that entrepreneurship education and parents' role does not give any effect on entrepreneurship intention and self-efficacy significantly affects students' entrepreneurship intention. Entrepreneurship attitudes mediated the effect of entrepreneurship education, parents' role, and self-efficacy on entrepreneurship intention.

Keywords: entrepreneurship education, parents' role, self-efficacy, and students' entrepreneurship attitude and intention

INTRODUCTION

In 2009, the Government via the Directorate General of Higher Education, Ministry of Education and Culture (Directorate General of Higher Education) has launched Student Entrepreneurship Program (SEP) which aims at providing students with a stock of knowledge, skills and attitudes on entrepreneurship based on science and technology in order to change their mindset from job seekers to job creators (the Ministry of Education and Culture, 2013). The reality revealed that the program has not been effective in making the students, especially students of Economics Faculty, State University of Malang to have the intention of becoming an entrepreneur after their graduation of their bachelor degree

It was found out that there was only a little intention of the graduates to have a career to be an entrepreneur upon their graduation and this needs to be seriously attended. According to Hurlock (1991)

intention is a motive that indicates the direction of individual attention to the objects of interest that makes them feel fun so if people are interested on an object or activity then they will tend to engage more actively with the object or that activity.

Entrepreneurship education is an important factor in growing and developing the desire, spirit and entrepreneurial behaviour among young generations because education is a source of the overall attitudes and intentions to become a successful entrepreneur in the future (Fatoki, 2014). The pattern of entrepreneurial learning provided by universities are expected to be based on empirical inputs so that it is able to provide students with a significant knowledge in the spirit of encouragement for entrepreneurship (Wu & Wu, 2008). Entrepreneurship education is expected to generate entrepreneurial spirit, self-reliance and work. The effect of entrepreneurship education had been considered as one of the important factors to grow and develop a passion, spirit and entrepreneurial behaviour among young people (Kourilsky and Walstad, 1998).

Parents is one of the factors that has an important role in driving up the growth of the entrepreneurial intention on their children. According to Tony (2007: 120), the family environment, especially the parents will give a style of culture, home atmosphere, life outlook and also patterns that will determine attitudes and behaviour toward their children. Wasty (1999: 100) explained that parents play a role in educating and providing entrepreneurial mental provision during the childhood and it will be then continued further to the stage when their children are able to deal with entrepreneurship. Wang and Wong (2004) found a positive effect of the background of parent's work on students' interest in entrepreneurship. Dewi and Mulyatiningsih (2013) in their study found that families become an environment that also provides an entrepreneurial education experience effectively.

The formation of entrepreneurship intention is determined by self-efficacy. According to King (2012), self-efficacy is the belief showing how one can master a situation and produce positive results. Moiz (2011) described the efficacy of self or confidence in a particular domain based on an individual's self-perception of their skills and abilities. Bandura (1997: 123) and Schwarzer, (1995) explained that self-efficacy consists of several dimensions, including magnitude, strength and generality. Self-efficacy is able to provide confidence and confidence in the ability possessed becomes an important capital in starting a business. Flavius (2010) revealed that a person's level of self-efficacy can describe the process of selection and adjustment to career choices in one's life. Therefore, it can be concluded that the higher the level of one's self-efficacy towards the business world, the stronger the intention of entrepreneurship will be.

Alfonso (2012), Ayodele (2013) and Samydevan (2015), concluded that self-efficacy significantly affects entrepreneurship intentions. According to Moriano *et al.*, (2011) it was stated that the component of TPB (theory of planned behaviour) partially affects the entrepreneurial intentions of one component is self-efficacy. Different results are shown by Ogunleye (2014) and Zulianto, et al (2014) stating that Self efficacy does not have any significant effect on entrepreneurship intention.

The students' entrepreneurship intention is affected by the attitude of students in entrepreneurship. Winarno (2011: 91) stated that entrepreneurial attitudes are cognitive, affective and cooperative (employee) tendencies of employees in the workplace that lead to searching, creating, applying new ways of working, technology and products by increasing efficiency by giving Good service to gain greater profit. Yang (2013) stated an individual who shows a positive attitude towards entrepreneurship has a greater chance to

become an entrepreneur and believes that entrepreneurship is not just a method of survival but a way to achieve self-actualization. Rasli et al (2013) argued that if one is fully aware that entrepreneurship serves as a career then someone will never develop a positive attitude in that direction and it will develop themselves into a more understandable alternative cerebrally (2011) stated that the variable of students' entrepreneurship attitude has a positive effect on entrepreneurship intentions.

The study of student entrepreneurship intentions is still wide open for elaboration in various contexts such as entrepreneurship education, parenting roles and self-efficacy with attitude variables as mediation. The attitude variable as mediation is based on the result of empirical study about the effect of entrepreneurship education, parent role and self-efficacy toward student attitude and affect students' entrepreneurial attitude and intention.

The students 'entrepreneurship attitude is affected by entrepreneurship education. Keat *et al.* (2011) stated that the main goal of entrepreneurship education is to change the views, attitudes and interests of learners to understand about entrepreneurship, and have entrepreneurial mindset and later become successful entrepreneurs to build new business to open new job opportunities. Wu Sizong and Linffe (2008), found that entrepreneurship education significantly affects a person's attitude into entrepreneurship

Another factor that affects the students' entrepreneurship attitude is the role of parents. Rasyid (2015) stated that the experience of parents is the encouragement of opinion on things based on their knowledge and experience that is useful to provide inputs that ultimately affect the decision to be taken. Maulida and Dhania (2012) who concluded that there is a significant positive relationship between parental support and entrepreneurial motivation.

Self-efficacy contributes to entrepreneurial attitudes. Self-identity according to Bandura (1989), is the belief that one can successfully execute desired behaviour by exerting the motivational, cognitive and action skills necessary to obtain a result. Armitage & Conner (2011) stated that self-efficacy is highly correlated to one's intentions and attitudes.

This research tries to conduct a comprehensive study about the effect of entrepreneurship education, parents' role, and self-efficacy mediated by entrepreneurship attitude on entrepreneurship intentions on students of Economics faculty of State University of Malang.

THEORY REVIEW AND HYPOTHESIS DEVELOPMENT

Entrepreneurship education is an important factor in growing and developing the desire, spirit and entrepreneurial behaviour among young generations because education is a source of overall attitudes and intentions to become a successful entrepreneur in the future (Fatoki, 2014). Entrepreneurship education is a conscious effort made by individuals to add insight into the field of entrepreneurship (Gerba, 2015). One of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education (Zimmerer, and Scarborough, 2010).

Wang & Wong (2004) found that before recognizing entrepreneurship education, students had low perceptions and knowledge about entrepreneurship. After taking the entrepreneurship course, students' perceptions have increased. Lee & Wong (2004) found that entrepreneurship education at universities has a direct relationship in shaping student attitudes in taking risks for new business establishments. Michael

Lorz (2011), Uddin & Bose (2012), Negash and Amentie (2013) and Zwan *et al.* (2013), concludes that entrepreneurship education has a significant effect on student entrepreneurship intentions.

Based on the result of empirical study hence this research hypothesis is stated as follows:

H1: Entrepreneurship education has a significant effect on students' entrepreneurship intention

Parents is one of the factor that has a role in driving entrepreneurial intentions in their children. According to Tony (2007: 120), the family environment, especially the parents will give a style of culture, home atmosphere, life outlook and also patterns that will determine attitudes and behaviour toward their children. Wasty (1999: 100) explained that parents play a role in educating and providing entrepreneurial mental entrepreneurship during childhood and it will be further continued to the stage when their children are able to deal with entrepreneurship activity. Gallyn (2011) showed that the role of parents has a significant effect on entrepreneurship intentions. Wang and Wong (2004) found a positive effect on the background of parent's occupation on student interest in entrepreneurship. Dewi and Mulyatiningsih (2013) in the study found that families become an environment that also provides an entrepreneurial education experience effectively

Based on the result of empirical study hence this research hypothesis is stated as follows:

H2: parents' role has significant effect on students' entrepreneurship intention

The formation of entrepreneurship intention is determined by self-efficacy. According to King (2012), self-efficacy is the belief that one can master a situation and produce positive results. Moiz (2011) described the efficacy of self or confidence in a particular domain based on the individual's self-perception of skills and abilities. Flavius (2010) revealed that a person's level of self-efficacy can describe the process of selecting and adjusting to career choices in life. Doriano *et al.* (2011), Alfonso (2012), Ayodele (2013) and Samydevan (2015), concluded that self-efficacy significantly affects entrepreneurship intentions.

Based on the result of empirical study hence this research hypothesis is stated as follows:

H3: Self efficacy has a significant effect on students' entrepreneurship intention

According to Michael Lorz (2011), Uddin & Bose (2012), Negash and Amentie (2013) and Zwan *et al.* (2013), it was concluded that entrepreneurship education has a significant effect on student entrepreneurship intention. In line with this, Gallyn (2011) also stated that students' entrepreneurship attitude variable has a positive effect on entrepreneurship intention. Based on the result of empirical study hence this research hypothesis is stated as follows:

H4: Entrepreneurship attitude mediates the effect of entrepreneurship education on students' entrepreneurship intentions

Gallyn (2011) showed that the role of parents has a significant effect on entrepreneurship intentions. Wang and Wong (2004) found a positive effect on the background of parent's occupation on student interest in entrepreneurship. Dewi and Mulyatiningsih (2013) in the study found that families become an environment that also provides an entrepreneurial education experience effectively. Furthermore, Gallyn (2011) stated that the variable of students' entrepreneurship attitude has a positive effect on students' entrepreneurship intention.

Based on the result of empirical study hence this research hypothesis is stated as follows:

H5: Entrepreneurship attitude mediates the effect of parent's role on student entrepreneurial intentions

According to Moriano *et al.*, (2011), Alfonso (2012), Ayodele (2013) and Samydevan (2015), it was concluded that self-efficacy significantly affects entrepreneurship intentions and Gallyn (2011) stated that students' entrepreneurship attitude variable has a positive effect on students' entrepreneurship intention

Based on the result of empirical study hence this research hypothesis is as follows:

H6: Entrepreneurship attitude mediates the effect of efficacy on the students' entrepreneurship intention

RESEARCH METHOD

This research analysed the relationship between variables using quantitative approach. The population of this research was students of Economics Faculty, State University of Malang of 2012 and 2013 batch who had taken Entrepreneurship Course with the total of 2.626 students. With the size of the population the level of unrest inaccuracy of 5% then the size of the sample in the study was scrutinized into 347 respondents. After determining the number of samples then sampling was done. For this step, it used simple random sampling.

The data analysis used in this research was Structural Equation Model (SEM) and Lisrel. SEM is a method based on a strong theory, so SEM method is used to test a theory, either a new theory developed by the researchers themselves or the existing theory that has long been used also required empirical testing. SEM is not used to form the theory of causality but to test the causality of the existing theories.

FINDINGS

Table 1
Description of each sub variable

<i>Sub Variable</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
X1.1 Know What	200	4.3607	.67250
X1.2 Know Why	200	4.2075	.68640
X1.3 Know Who	200	4.0561	.63240
X1.4 Know How	200	3.9897	.72890
X2.1 willingness to discuss	200	3.6861	.59083
X2.2 financial support	200	3.2216	.70847
X2.3 Exemplary	200	3.1221	.68005
X3.1 Marketing	200	3.8973	.68104
X3.2 Innovation	200	4.0350	.68287
X3.3 Management	200	4.0791	.61305
X3.4 Risk	200	3.9584	.71279
X3.5 Financial Controls	200	3.8859	.80924
Y1.1 making money	200	3.4857	.79003
Y1.2 respond to change	200	3.7621	.60397
Y1.3 respond to compete	200	3.3256	.60490
Y2.1 involvement in entrepreneurship program at campus	200	3.3407	.62807
Y2.2 start business after graduation	200	3.2777	.66230
Y2.3 Work with a good partner after graduation.	200	3.5805	.63361
Y2.4 Start entrepreneurship if there is financial support	200	3.8463	.60629

Dimensionality Test Construct (Latent Variable)

Prior to data analysis using structural equation modelling model which proves the level of effect between variables, it is necessary to test the unidimensional of the constructs of each of the variables studied. Such testing is necessary to ensure that each manifest variable has the convergent validity and reliability of the construct that is in accordance with the requirements.

The analysis was done by using confirmatory factor analysis. In the analysis, the validity level of each indicator or manifest was tested by comparing the P-Value value with Chi-Square or by comparing T-Value with T-Table based on alpha error rate of 5% (0.05). Conditions are adopted if Chi-Square is zero and P-Value is one with degrees of freedom of zero, it can be stated that the lambda coefficient of the manifest variable is valid. Alternatively, if T-Value is larger than T-Table, it can be concluded that the lambda coefficient of the manifest is valid, and vice versa.

In general, the results of the test of dimensionality of the latent variables studied obtained the evidence that several manifests constructing the variable X1 (Entrepreneurship Education / PKWU), X2 (Self Efficacy / ED), X3 (Role of Parent / POT), Y1 (Entrepreneurship Attitude / SKP), and Y2 (Entrepreneurship / NKWU). Testing of construct unidimensional was done by using confirmatory factor analysis. For the X1 variable, it was conceptually constructed by 4 (four) manifests in which from the test there are only 3 (three) manifests that have the convergence validity and construct reliability as required. Variable X2 conceptually was constructed by (five) manifests. From the test, there are only 3 (three) manifests that have the convergence validity and construct reliability as required. The X3 variable was conceptually constructed by 3 (three) manifests. From testing it was found out that all manifests or 3 (three) manifests have the convergence validity and construct reliability as required. The Y1 variable was conceptually constructed by 3 (three) manifests, from which testing all manifests or 3 (three) manifests was found to have the convergence validity and construct reliability as required. Finally, for endogenous latent variables of rational economy (Y2), conceptually, it was found out that from 4 (four) manifests constructed empirically it was proven that there are 3 (three) manifests that have convergence validity value and construct reliability as required.

The examination of the conceptual model of research was conducted to find empirical facts. In the process of testing the conceptual model of research is treated as the initial model and explored to determine the degree of alignment of each manifest to the construct, after the construct or latent variable determined relationship or effect on other constructs. After being explored, the index modification and correlation errors between covariance will be known. To improve the model, the model that is empirical and has the best goodness of fit is adopted. Conceptual model of research can be presented as follows:

The examination of the conceptual model of research was conducted to find empirical facts. In the process of testing the conceptual model of research is treated as the initial model and explored to determine the degree of alignment of each manifest to the construct, after the construct or latent variable determined relationship or effect on other constructs. After being explored, the index modification and correlation errors between covariance will be known, to improve the model, the model that is empirical and has the best goodness of fit is adopted. Conceptual model of research can be presented as follows.

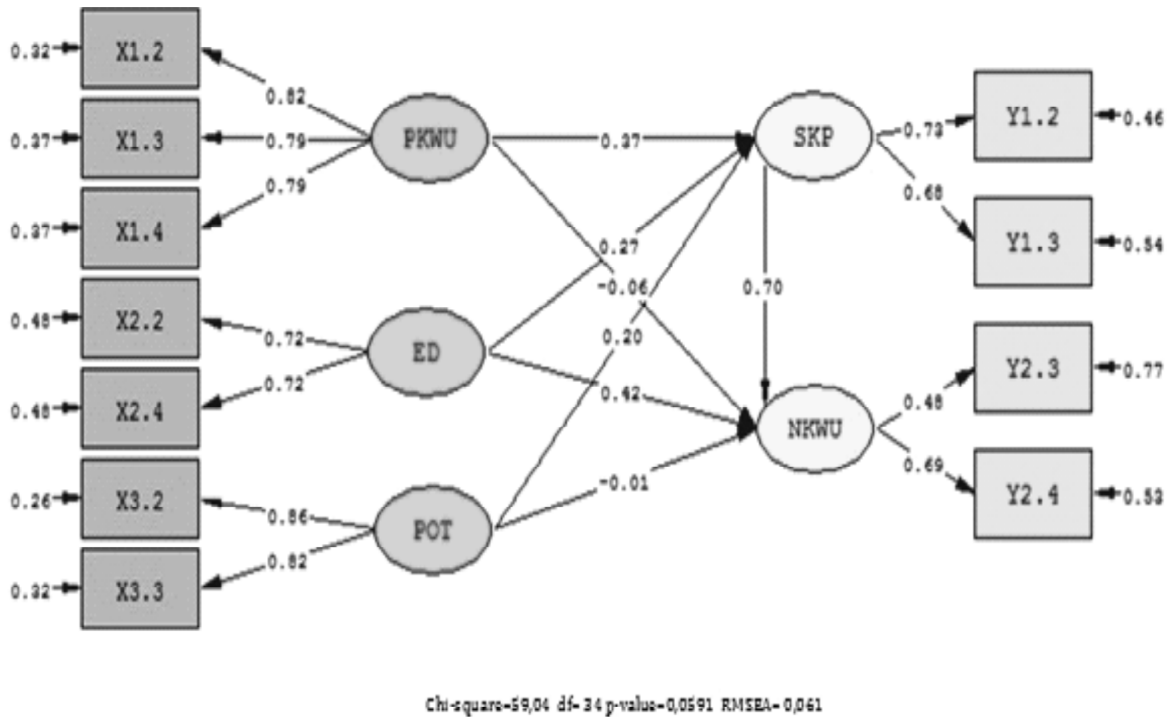


Figure 1: Research Model

Table 2
Goodness of Fit Model Test

Goodness of Fit model	Coefficient	Criteria	Conclusion
Chi-Square (χ^2)	59,04	Small (not-significant)	Good
P-value	0,0591	$\geq 0,05$	Good
Df	34	—	—
Cmin (χ^2 /Df)	1,73	$\leq 2,00$	Good
RMR (standardized)	0,047	$\leq 0,08$	Good
RMSEA	0,061	$\leq 0,08$	Good
GFI	0,95	$\geq 0,90$	Good
AGFI	0,92	$\geq 0,90$	Good
CFI	0,98	$\geq 0,94$	Good
IFI	0,98	$\geq 0,94$	Good
NNFI	0,96	$\geq 0,94$	Good
AIC (Model)	123,04	small relative	Good

Source: data processed

Based on Table 1, the research model of all levels of alignment has met the criteria as required. The coefficient of lambda, the determinant coefficient (R²), and T-value of each manifest that construct both exogenous and endogenous latent variables can be presented in the following table.

Table 3
Manifests from shaping construct Model

No.	Variable	Manifest	λ	R ²	t-values
1.	PKWU	X ₁₂	0,57	0,04	13,17
		X ₁₃	0,50	0,04	12,50
		X ₁₄	0,58	0,05	12,49
2.	ED	X ₂₂	0,49	0,05	9,14
		X ₂₃	0,51	0,06	9,09
3.	POT	X ₃₂	0,63	0,06	11,24
		X ₃₃	0,56	0,05	10,85
4.	SKP	Y ₁₂	0,44	0,06	10,05
		Y ₁₃	0,41	0,06	7,38
5.	NKWU	Y ₂₃	0,30	0,05	8,95
		Y ₂₄	1,87	0,34	5,52

Source: data processed

From the table above it can be seen that each manifest that construct latent variables meet the criteria of validity. It was proven that the value of T-value is greater than T-table value with alpha error level of 5%.

Having established the model as a research finding, it is necessary to test the convergent validity and composite reliability, in order to determine the level of wholeness and consistency of the model. Convergent validity was tested by comparing the lambda coefficients (factor loading) with unmeasured coefficients of magnitude equal to 1 - error. If the lambda coefficient is greater than the unmeasured coefficient, then the manifest is declared valid. Composite reliability testing can be done with the formula found by Ferdinand (2002):

The results of validity and reliability testing of the research model are presented in the following table.

Table 4
Convergent Validity and composite reliability on Research finding Model

Latent Variable	Manifest	Loading (λ)	(1-e)	conclusion
PKWU	X ₁₂	4,28	9,38	Valid
	X ₁₃	0,81	8,06	Valid
	X ₁₄	2,40	4,12	Valid
Composite reliability		0,69		Reliable
ED	X ₂₂	3,82	3,82	Valid
	X ₂₄	16,89	9,94	Valid
Composite reliability		0,85		Reliable
POT	X ₃₂	4,36	4,36	Valid
	X ₃₃	1,29	8,35	Valid

contd. table 4

<i>Latent Variable</i>	<i>Manifest</i>	<i>Loading (λ)</i>	<i>(1-e)</i>	<i>conclusion</i>
Composite reliability		0,66		Reliable
SKP	X ₄₁	1,35	1,35	Valid
	X ₄₂	2,76	9,08	Valid
Composite reliability		0,72		Reliable
NKWU	Y ₂₃	1,83	1,83	Valid
	Y ₂₄	0,43	0,43	Valid
Composite reliability		0,79		Reliable

Based on the empirical structural model resulting from data analysis, the model of the research findings has validity and reliability which is in accordance with the required criteria.

Hypothesis testing is based on the structural model of the research findings (third alternative model) as described in the previous section. Based on these findings it is evident that the empirical model as a model of research findings, is in contrast to the structural model of research developed based on the objectives formulated. The data analysis was obtained not only from structural model of research finding, but also from coefficient of direct and indirect effect of one variable to other variables. The coefficient of direct effect between variables is in accordance with the results of the analysis and the model of research findings can be presented in the following table.

Table 5
Direct and Indirect Effects

<i>Testing</i>			<i>Effect coefficient</i>			<i>t-values</i>	<i>Note</i>
			<i>Direct</i>	<i>Indirect</i>	<i>Total</i>		
Entrepreneurship education	→	Entrepreneurship intention	0,06	-	0,06	-0,44	not significant
Parents' role	→	Entrepreneurship intention	0,01	-	0,01	-0,06	not significant
Self-efficacy	→	Entrepreneurship intention	0,42	-	0,42	2,92	significant
Attitude	→	Entrepreneurship intention	0,70	-	0,70	3,42	significant
Entrepreneurship education	Attitude	Entrepreneurship intention	0,37	0,70	1,07	3,36	significant
Self-efficacy	Attitude	Entrepreneurship intention	0,27	0,70	0,97	2,91	significant
Parents' role	Attitude	Entrepreneurship intention	0,20	0,70	0,90	2,73	Significant

The study of student entrepreneurship intentions is still wide open for elaboration in various contexts such as entrepreneurship education, parenting roles and self-efficacy with attitude variables as mediation. The variables of entrepreneurship education in some studies have an effect on student entrepreneurial intentions, such as the Wang & Wong (2004) who found that before recognizing entrepreneurship education, students have low perceptions and knowledge about entrepreneurship. After taking the entrepreneurship

course, students' perceptions have increased. Lee & Wong (2004) found that entrepreneurship education at universities has a direct relationship in shaping student attitudes in taking risks for new business establishments. Michael Lorz (2011), Uddin & Bose (2012), Negash and Amentie (2013) and Zwan *et al.* (2013), concluded that entrepreneurship education has a significant effect on student entrepreneurship intentions.

In this study, there is no effect of entrepreneurship education on the entrepreneurial intention of the students of Faculty of Economics, State University of Malang. There is no effect of entrepreneurship education on entrepreneurship intentions because the learning process is limited to the transfer of knowledge about entrepreneurship not yet on the application of principles and methodology to the formation of life skill, such as attitude and skill of developing business plan, and running small business given to individuals / students.

This result is in line with the study conducted by Karimi, et al (2012) who found that there is no effect of entrepreneurship education on entrepreneurship intention. Guifang, *et al.* (2012) and Lutfiadi and Rahmanto (2011), found that the variables of entrepreneurship education did not have a significant effect on entrepreneurship intentions, so the size of entrepreneurship education did not play a role in growing entrepreneurial intentions.

Parents' role factor is an interesting factor to be studied in Indonesia. This is because the low interest and growth of young entrepreneurs in Indonesia is caused by the lack of examples and encouragement from family environment to the child. Many parents who work as employees also expect their children to work as employees who are considered to have less risk than being an entrepreneur. According to Herdiman (2008), the family becomes the first environment that can grow the entrepreneurial mentality of children. Wang and Wong (2004) found a positive effect of the background of parent's work on students' interest in entrepreneurship. Dewi and Mulyatiningsih (2013) in the study found that the family becomes an environment that also provides an entrepreneurial education experience effectively.

This study does not support the findings of the above study with the rejection of the hypothesis that the role of the students does not affect students' entrepreneurship intentions. It happens because there is a tendency that students studying at Economics Faculty, State University of Malang do not come from families having entrepreneur's family background; thus, they do not have high level of entrepreneurial intention. These conditions cause the students do not have the knowledge on how to run a business, how to deal with problems in the business, how to market products or services, how to access capital and so forth.

The agent which can form the entrepreneurship intention is self-efficacy. King (2012), express self-efficacy as the belief that one can master a situation and produce positive results. Self-efficacy helps people in unsatisfactory situations and encourages them to believe that they can succeed. Self-efficacy plays a role in decision making, thought processes, and courage in taking risks. Every individual who has a high entrepreneurial intention will be able to stand alone, dare to take decisions and implement goals to be achieved on his own consideration, so the higher the self-efficacy the higher the intention of entrepreneurship (Bryant, 2006). This result is in line with the study conducted By Moriano *et al.*, (2011), Alfonso (2012), Ayodele (2013) and Samydevan (2015), which concluded that self-efficacy significantly affects entrepreneurship intentions.

The students' attitude acts as a factor mediating the effect of entrepreneurship education on entrepreneurship intention of students of Economics Faculty, State University of Malang. This result explained that the learning process of entrepreneurship education should be focused on preparing students on how to make a business plan, finance, business development process and small business management as well as how to provide knowledge on entrepreneurial principles and technical skills on how to run a business. Those activities can change students' attitudes such as changing views, Interest of learners to understand about entrepreneurship, and have entrepreneurship mindset and later become successful entrepreneur in building new business so that they can open new job opportunity for others. The emergence of students' attitude after getting entrepreneurship education affect the intention of students of Faculty of Economics, State University of Malang to entrepreneurship.

Attitude is able to mediate the effect of parents' role on entrepreneurship. What is meant by the role of parents here is the role of parents in the form of giving opinion on something based on the knowledge and experience of and providing support to children, especially in terms of fulfilling children's daily needs such as education, health, and clothing. Parenting patterns of parents and education that occurs in the family is one of the most important part in the formation of character for students. The formation of these characters, can create such student attitudes to change their views, attitudes and interests in order to understand more about entrepreneurship and have an entrepreneurial mindset and later became a successful entrepreneur building a new business so that it can open up new employment opportunities. The emergence of students' attitude after getting entrepreneurship education affects the intention of students of Economics Faculty, State University of Malang to entrepreneurship.

Attitude is able to mediate the effect of self-efficacy on entrepreneurship intention. This result explains that the higher students' self-confidence and mental, the higher students' attitude on entrepreneurship so they like to change their views, attitudes and interests in order to understand more about entrepreneurship and have an entrepreneurial mindset and it will make them later become successful entrepreneurs as they always have an intention to build new business aiming at opening new job opportunity for others. The emergence of student attitudes affects students of Economics Faculty, State University of Malang entrepreneurship intention to entrepreneurship. These results confirm the opinion of Bandura (1977) on Self Efficacy Theory (SET) stating that self-efficacy is the belief that one can successfully execute the desired behaviour by deploying motivational abilities, cognitive and action needed to get a result.

CONCLUSION

Entrepreneurship education and parent's role do not affect the entrepreneurial intention and self-efficacy gives a significant effect. Entrepreneurship attitudes mediate the effect of entrepreneurship education, the role of parents and self-efficacy of entrepreneurship intentions are used to motivate students to have entrepreneurial intentions. It is required that entrepreneurial learning process in its application principles and methodologies are directed towards the formation of life skills such as giving students the attitudes and skills in developing business plan and running a small business accompanied by parents support and high self-efficacy based on changing views, behaviours and interests will make students understand the essence of entrepreneurship so they will have an entrepreneurial mindset.

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